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ABSTRACT

Johnson County Community College conducted a study in 1997 to obtain information about available support services for deaf and hard of hearing students at postsecondary institutions, and to gather information on the role of deaf professionals at postsecondary institutions. Surveys were mailed to 650 participants obtained from the Association on Higher Education and Disability (AHEAD) mailing list, and the College and Career Programs for Deaf students. A total of 248 usable surveys were returned. This report contains information on full- and part-time employees, involvement in decision making, recruitment of deaf employees, providers of students services, student enrollment, grant support programs, interpreters for campus events, profile of participating institutions, and two-/four-year institutions. Major findings indicate that, on average, responding institutions had 4 full-time deaf or hard of hearing employees and an additional 3 part-time employees, which represents a small proportion of the average number of total employees per institution (1270 full-time and 752 part-time). In each of four job categories, faculty had the highest representation of deaf employees, averaging 2.3 per institution, followed by service/maintenance employees (mean=1.4), office/technical employees (mean=1.2), and administrative employees (mean=0.9). The average enrollment of deaf or hard of hearing credit students is 19.8 students. One-fifth of the institutions offer no sign language classes, while 58% offer such courses for credit and 41% offer noncredit classes. Tabled results and the questionnaire are appended. (AS)

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Support Services for Deaf and Hard of Hearing Students and the Role of Deaf Professionals in Higher Education

Johnson County Community College
Office of Institutional Research

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SUPPORT SERVICES FOR DEAF AND HARD OF HEARING STUDENTS AND THE ROLE OF DEAF PROFESSIONALS IN HIGHER EDUCATION

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July 1998

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Introduction and Methodology

Introduction

The body of information about the deaf and hard-of-hearing student population is continually but slowly growing. However, very little information was available on the subject of the role of the deaf professional in higher education.

The survey is a culmination of a process which began in Fall 1996 at the request of Kim Brown-Kurz, Education Specialist, and Rick Moehring, JCCC counselor.

The objectives of this study were to:

1. Obtain information about available support services for deaf and hard of hearing students at postsecondary institutions

2. Gather information on the role of deaf professionals at postsecondary institutions

Methodology

The target population selected for the study was a combination of two sources. Rick Moehring and Kim Brown purchased the Deafness Special Interest Group mailing list from the Association on Higher Education and Disability (AHEAD) and combined it with the list of programs that serve deaf people from "College and Career Programs for Deaf Students" published by Gallaudet University. They merged the two lists, eliminated duplications, removed what appeared to be home addresses, and in some cases on Gallaudet's list, changed the addressee from 'admissions office" to the "office for students with disabilities." The list that resulted contained 650 names and addresses.

Two mailings of 650 surveys each were completed. The first mailing was sent first class on June 13, 1997. The second mailing was sent third class on June 25, 1997. Because the survey was distributed during the summer, surveys returned through the end of September were processed and included in the survey results. This allowed individuals on ten-month contracts to complete the questionnaire once they returned to work at the beginning of the school term. A total of 248 usable surveys were returned for a response rate of 38.2%.

Please direct any comments about this survey to:

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Employees

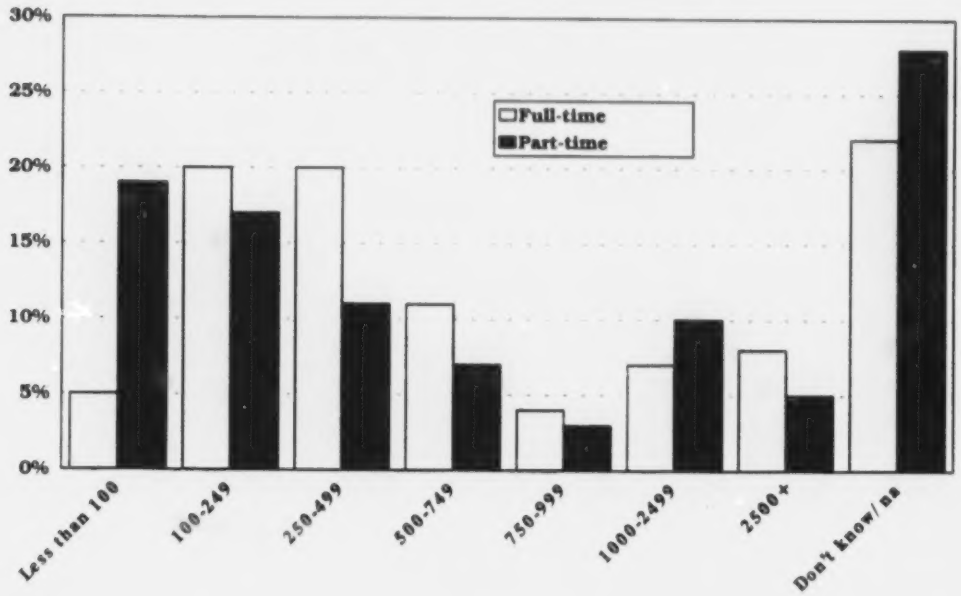
How many full-time and part-time employees do responding institutions have?

The average number of full-time employees reported by the institutions was 1270. The average number of part-time employees was 752 (see Table 1, Appendix A, and Figure 1, below.)

A wide variety of sizes of institutions (as measured by number of employees) was represented. Most prevalent were institutions with fewer than 500 employees, which comprised about 45% of responding institutions.

A significant percentage (about one-quarter) of respondents didn't know the approximate number of total employees at their institutions.

Figure 1
Number of Full-time and Part-time Employees



Employees - Deaf and Hard of Hearing

How many employees are deaf and hard of hearing?

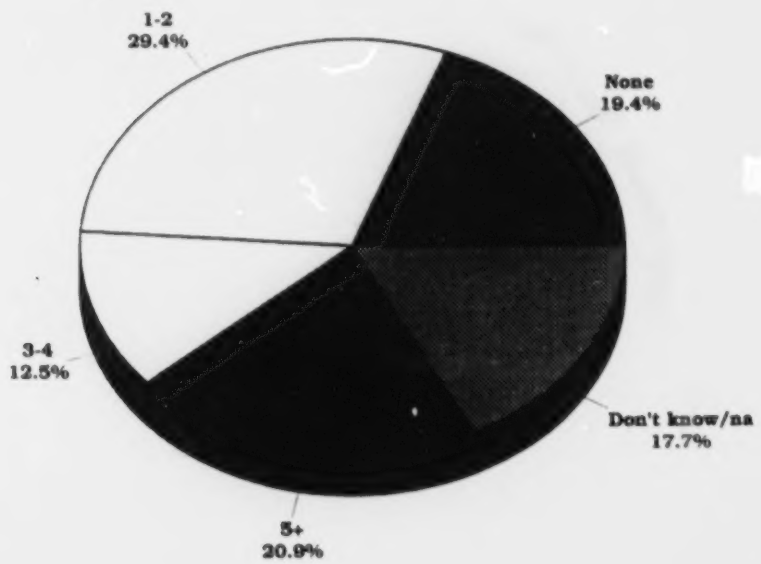
On average, responding institutions had four full-time deaf or hard of hearing employees and an additional three part-time employees (see Table 2, Appendix A, and Figure 2, below). This represents a small proportion of the average number of total employees per institution (1270 full-time and 752 part-time).

About 20 percent of the institutions didn't know how many deaf and hard of hearing individuals (full-time or part-time) were employed by their institution.

Full-time employees

Approximately 20 percent of the institutions responding had no full-time deaf or hard of hearing employees. Another eighteen percent of the respondents didn't know how many deaf and hard of hearing employees worked for their institution. About 30 percent employed 1-2 deaf or hard of hearing individuals full-time. Thirteen percent employed 3-4 deaf or hard of hearing employees full-time. One in five institutions had five or more full-time deaf or hard of hearing employees.

Figure 2
Number of Full-time Deaf and Hard of Hearing Employees

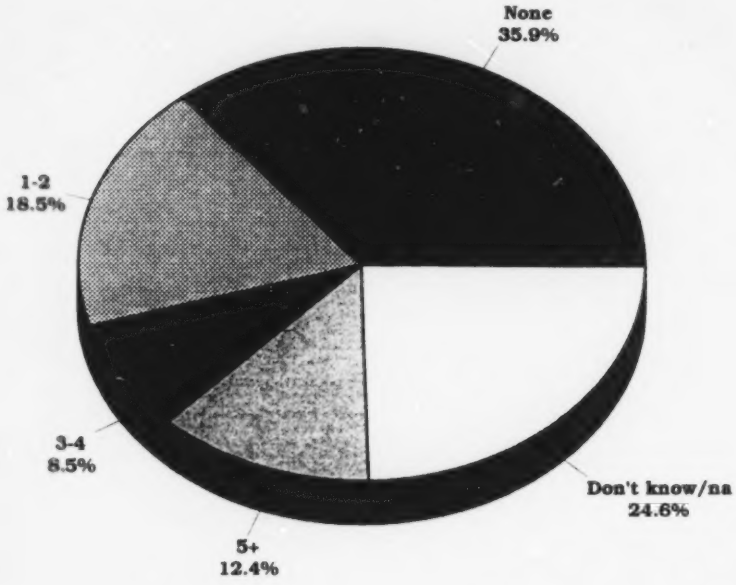


Employees - Deaf and Hard of Hearing (cont'd)

Part-time employees

Almost one-quarter of the respondents said they didn't know how many part-time employees at their institution were deaf or hard of hearing (see Table 2, Appendix A and Figure 3, below). Thirty-six percent indicated their institution had no deaf or hard of hearing part-time employees. Nineteen percent of the institutions had 1-2 deaf or hard of hearing part-time employees, nine percent had 3-4, and the remaining 12 percent had five or more deaf or hard of hearing part-time employees.

Figure 3
Number of Part-time Deaf and Hard of Hearing Employees



Employment by Job Category

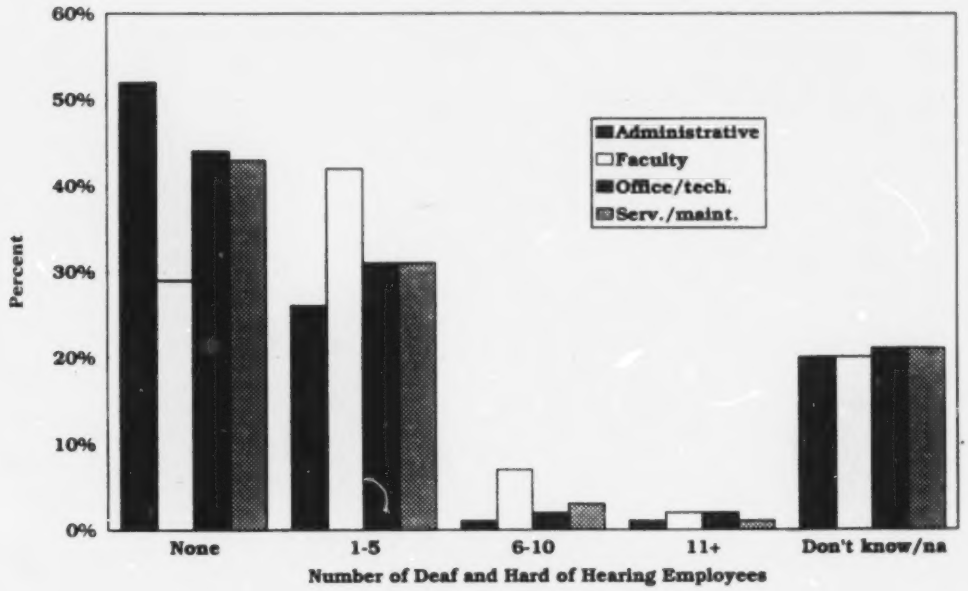
In which job categories were deaf and hard of hearing individuals most commonly employed?

Faculty had the highest representation of deaf or hard of hearing employees, averaging 2.3 per institution, followed by service/maintenance employees (mean=1.4), office/technical employees (mean=1.2), and administrative employees (mean=0.9). (See Table 3, Appendix A, and Figure 4, below.)

Twenty percent of the respondents were not able to estimate how many deaf or hard of hearing employees at their institutions were in the four selected job categories.

About 20 to 25 percent of the institutions had 1-2 employees in each of the four job categories.

Figure 4
Number of Deaf and Hard of Hearing Employees by Job Category

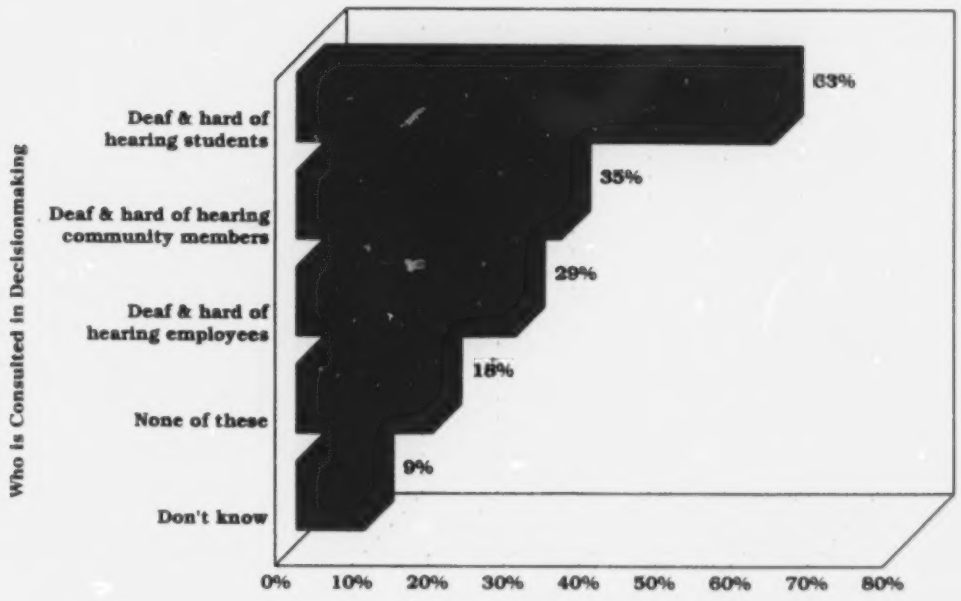


Involvement in Decisionmaking

Who do campuses consult on decisions for programs and services for deaf and hard of hearing students?

Routinely, deaf and hard of hearing students are consulted over 60 percent (63%) of the time (see Table 4, Appendix A, and Figure 5, below). Deaf and nard of hearing individuals in the community are contacted about one-third of the time (35%) and deaf and hard of hearing employees are consulted just under 30 percent (29%) of the time. Nearly one in five (18%) of the respondents said that none of these are consulted and almost one in ten (9%) didn't know who was consulted when these decisions were made.

Figure 5
Groups Consulted on Decisions Regarding Programs
and Services for Deaf and Hard of Hearing Students

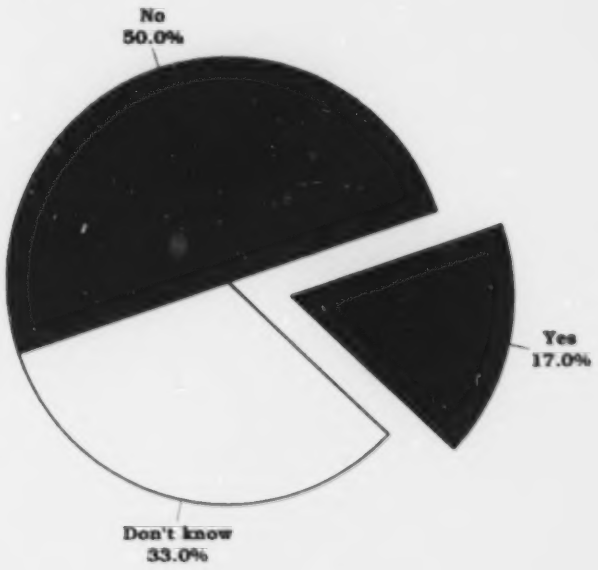


Recruitment of Deaf & Hard of Hearing Employees

What proportion of institutions actively recruit deaf & hard of hearing employees?

Roughly one out of six (17%) of respondents indicated that active recruitment of deaf & hard of hearing employees occurred at their institutions (see Table 5, Appendix A, and Figure 6, below.) Half (50%) indicated that their institutions did not actively recruit deaf & hard of hearing employees. One-third (33%) were not sure whether their institutions actively recruited deaf & hard of hearing employees.

Figure 6
Does Institution Actively Recruit Deaf & Hard of Hearing Employees?

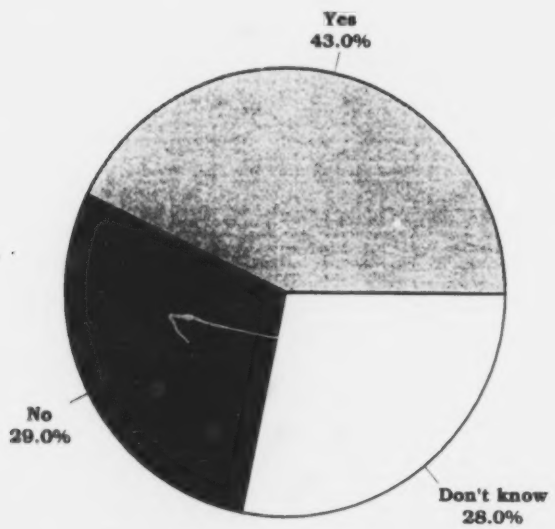


Should More Importance Be Placed on Hiring Deaf & Hard of Hearing Individuals?

Do representatives of deaf higher education programs personally feel that more importance should be placed on hiring deaf & hard of hearing individuals?

Over 40 percent (43%) of respondents answered that their institution should place more importance on hiring deaf and hard of hearing individuals, 29 percent said it shouldn't, and 28 percent responded that they didn't know (see Table 6, Appendix A, and Figure 7, below).

Figure 7
Does Respondent Personally Feel That Their Institution Should Place More Importance on Hiring Deaf and Hard of Hearing Individuals?

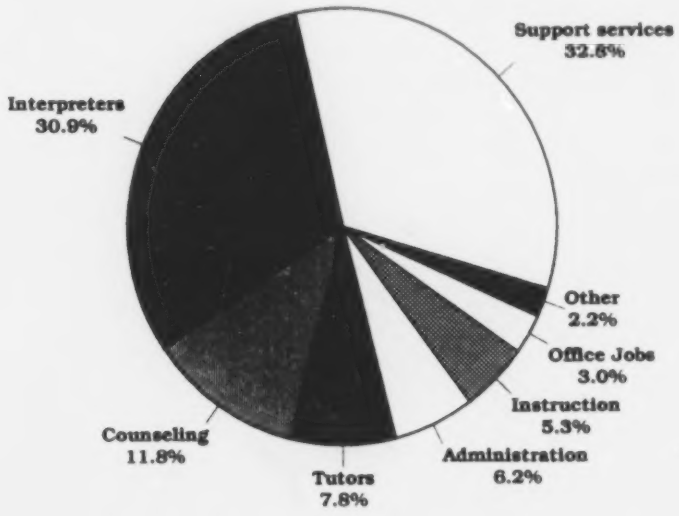


Providers of Student Services

What are the primary job categories held by providers of student services for deaf & hard of hearing students?

The 248 respondents listed a total of 899 jobs for providers of services for deaf & hard of hearing students at their institutions. These jobs fall into three main categories: disabled student support services (33%), interpreters (31%), and counseling (12%). (See Table 7 and Figure 8, below). Eight percent were tutors, six percent of the jobs were in general administration, and five percent were in instruction.

Figure 8
Job Categories for Providers of Support Services for
Deaf & Hard of Hearing Students

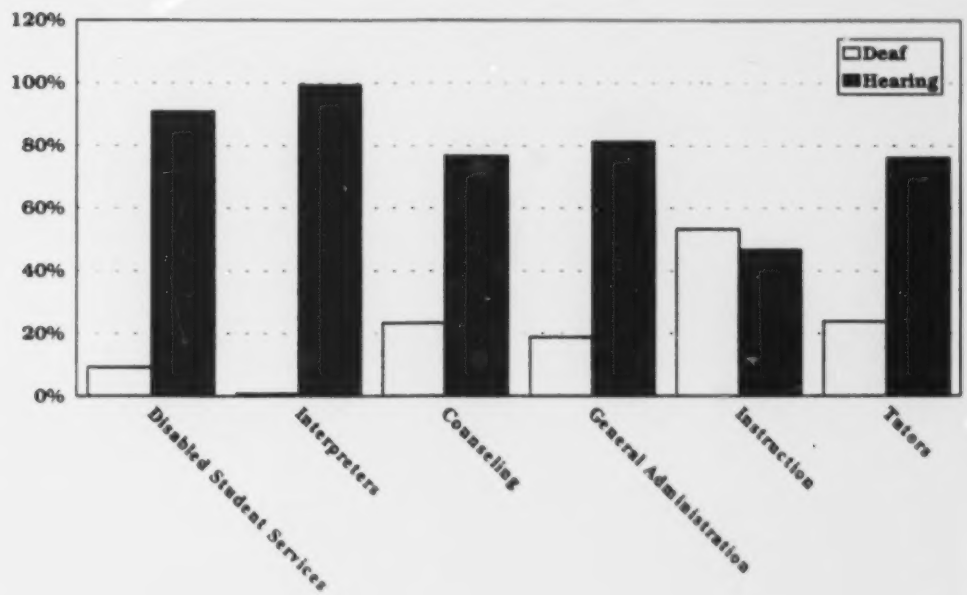


Providers of Support Services (cont'd)

What are some characteristics of providers of support services for deaf & hard of hearing students?

- Just under 60% are employed full-time; 41 percent are employed part-time (see Table 7, Appendix A)
- Seven in ten providers sign for themselves; three in ten use an interpreter (see Table 7, Appendix A).
- Twelve percent of the providers are deaf or hard of hearing; 88 percent are hearing (see Table 7, Appendix A, and Figure 9, below). The greatest representation of deaf providers is in the job category instruction (53%), followed by tutors (24%), and counseling (23%).

Figure 9
Major Job Categories of Providers of Support Services for Deaf & Hard of Hearing Students by Whether Provider is Deaf or Hearing



Counselors

How many counselors/advisors are available at responding institutions?

Number of Counselors in the Institution
The median number of counselors/advisors working in the institutions surveyed was 13 (see Table 8, Appendix A).

Counselors Providing Advising for Deaf & Hard of Hearing Students
The median number of counselors/advisors providing advising for deaf and hard of hearing students was two (see Table 8, Appendix A). Almost two-thirds of the institutions surveyed had one to four counselors providing advising for deaf and hard of hearing students. Twelve percent had five to nine counselors. One out of six institutions had ten or more counselors. Seven percent had no advisors to serve deaf or hard of hearing students.

Counselors Providing Personal Counseling Services
The median number of counselors providing personal counseling services (as opposed to strictly academic counseling) was four (see Table 8, Appendix A). Ten percent of the institutions had none, over sixty percent (63%) had 1-9 counselors, and 27 percent had ten or more counselors.

Counselors Providing Personal Counseling Services for Deaf & Hard of Hearing Students
The median number of counselors providing personal counseling services for deaf & hard of hearing students was one. Almost one-quarter (24%) of the institutions had none and an additional 61% had one to four (see Table 8, Appendix A).

Counselors Skilled in Sign Language
Over half of the responding institutions had no counselors skilled in sign language (see Table 8, Appendix A). Forty-five percent had from 1-9 counselors skilled in sign language; the remaining three percent had ten or more counselors skilled in sign language. The median was zero counselors skilled in sign language.

Deaf or Hard of Hearing Counselors
Nearly eight out of ten (77%) of the institutions had no counselors who were deaf or hard of hearing, twenty percent had from one to four deaf or hard of hearing counselors, and the remaining four percent had ten or more counselors (see Table 8, Appendix A). The median for the institutions surveyed was zero.

(Note: for all the questions asked regarding counselors, there was a significant percentage (10 to 20 percent) of respondents who didn't know the number of counselors in their institution .

Challenges Faced by Institutions

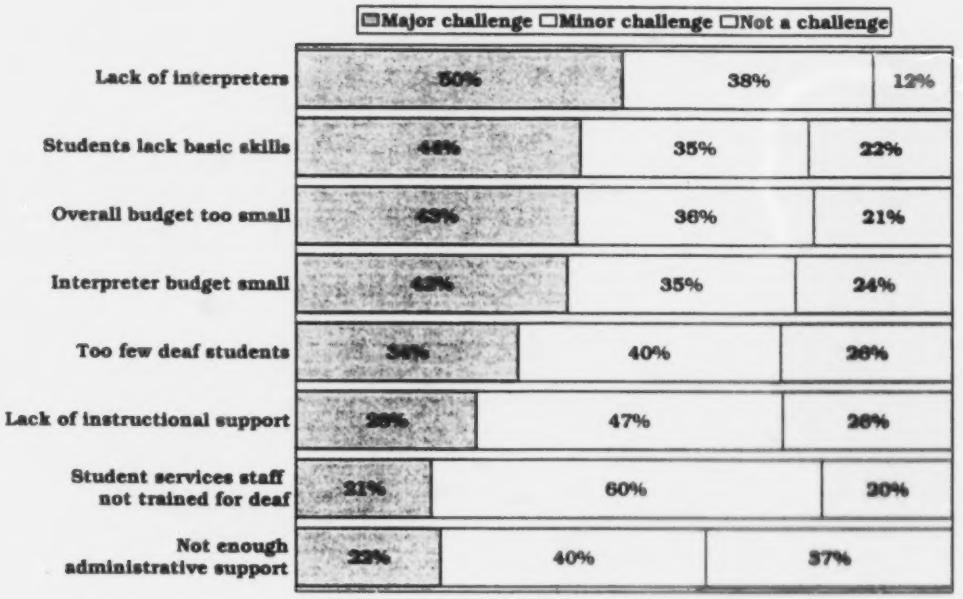
What are the greatest challenges in providing services for the deaf & hard of hearing?

Clearly, the biggest challenge is the lack of availability of interpreters (see Table 9, Appendix A, and Figure 10, below). Half of responding institutions marked it as a major challenge, thirty-eight percent said it was a minor challenge, and only twelve percent indicated it was not a challenge at all .

The next three most important challenges include: students lacking basic skills, an insufficient overall budget, and an insufficient budget for interpreters.

All but one of the challenges listed were considered either a major or minor challenge by about three-quarters of the respondents. Lack of administrative support was listed as a challenge by nearly two-thirds (62%) of the respondents.

Figure 10
Challenges for Institutions in Providing Services for
Deaf & Hard of Hearing Students



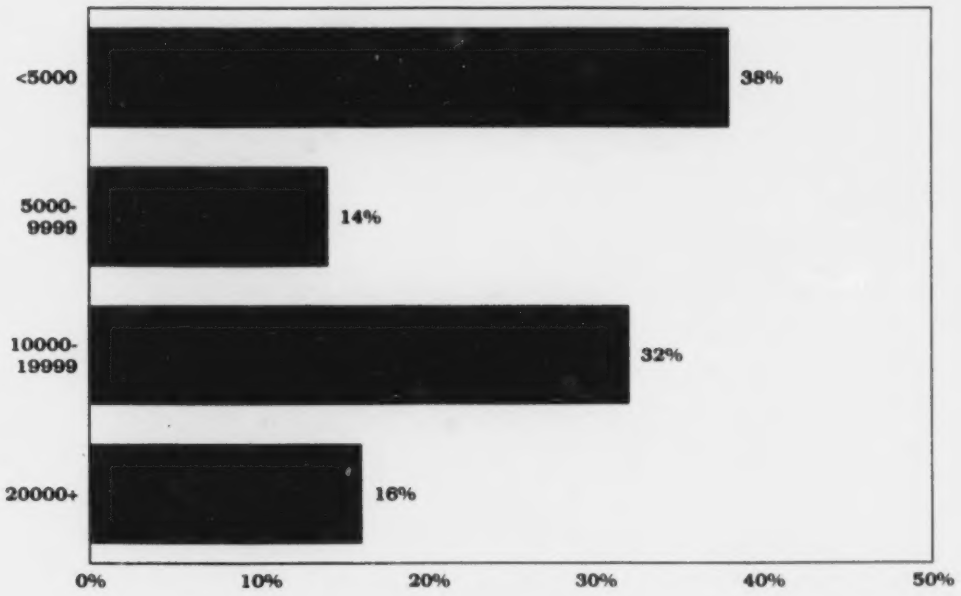
Credit Student Enrollment

How many students, total and deaf and hard of hearing, are enrolled in participating institutions?

Total Credit Student Enrollment

Credit student enrollment for responding institutions is detailed in Table 10, Appendix A, and Figure 11, below. Almost forty percent have fewer than 5000 credit students, 14 percent have between five and ten thousand credit students, almost one-third have between ten and twenty thousand credit students, and the remaining 16 percent have twenty thousand or more credit students.

Figure 11
Credit Student Enrollment



Deaf Student Credit Enrollment

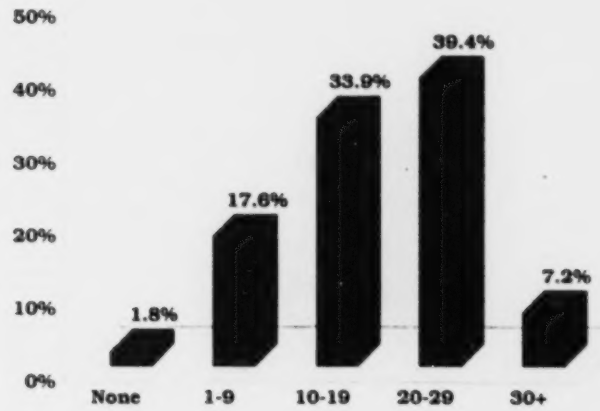
The average enrollment of deaf or hard of hearing credit students is 19.8 (see Table 11, Appendix A). Almost 20 percent of respondents had 30 or more deaf or hard of hearing credit students. Forty-three percent had less than ten deaf or hard of hearing students enrolled. Over one-quarter (26%) had from 10-19 deaf or hard of hearing credit students. The remaining 12 percent had 20-29 deaf or hard of hearing students.

Years Institution Has Served Deaf/Hard of Hearing Students

How long have participating institutions served deaf and hard of hearing students?

On average, responding institutions have served deaf and hard of hearing students for 18 years (see Table 12, Appendix A, and Figure 12, below). Most institutions (almost 75%) have served deaf and hard of hearing students for 10 to 29 years. Eighteen percent had fewer than ten years of service to deaf and hard of hearing students.

Figure 12
Years Institution Has Served Deaf & Hard of Hearing Students

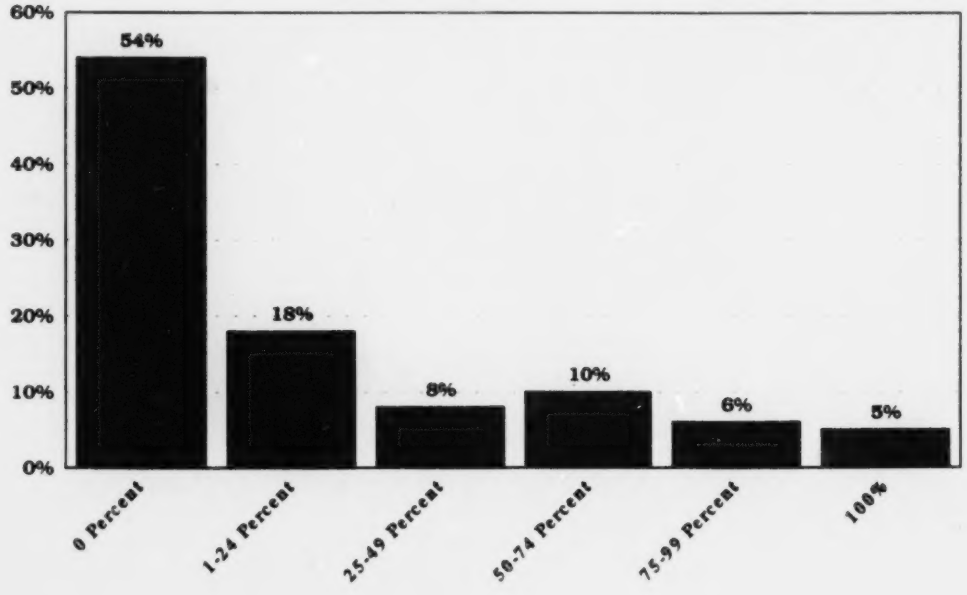


Grant Support of Programs for Deaf & Hard of Hearing Students

How prevalent is grant funding for programs for deaf & hard of hearing students?

Most institutions (54%) had no grant funding for programs for deaf and hard of hearing students, while 5 percent were 100%-grant funded (see Table 12, Appendix A, and Figure 13, below). Twenty-five percent received some grant funding (but less than half). Another one-sixth (16%) received at least half but less than all of their funding from grants.

Figure 13
Percent of Budget for Programs for Deaf &
Hard of Hearing Students Funded by Grants



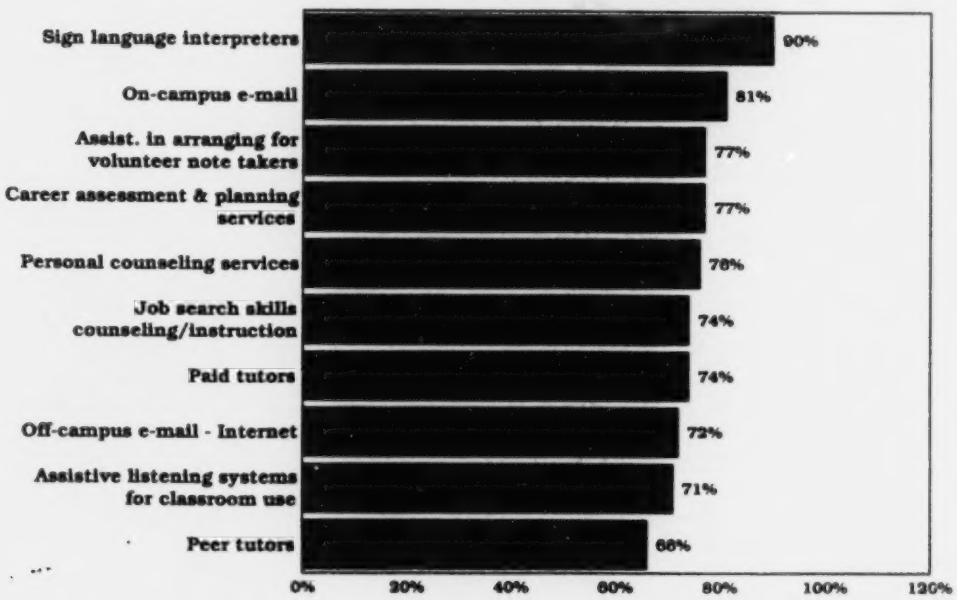
Most Prevalent Support Services

Which support services for deaf and hard-of-hearing students are most prevalent?

- The top ten support services for deaf and hard of hearing students currently available at institutions are listed in Table 13 and in Figure 14, below. They are: sign language interpreters (89.9%), on-campus electronic mail (81.0%), assistance in arranging for volunteer note takers (77.4%), career assessment and planning services (76.6%), personal counseling services (76.2%), job search skills counseling and instruction (74.2%), paid tutors (74.2%), off-campus electronic mail - Internet (71.8%), assistive listening systems available for classroom use (70.6%), and peer tutors (66.1%).

- Six of the ten most-prevalent support services are not exclusively available to the deaf and hard of hearing student population; they are available to the general student population as well.

Figure 14
Most Prevalent Support Services for Deaf & Hard of Hearing Students

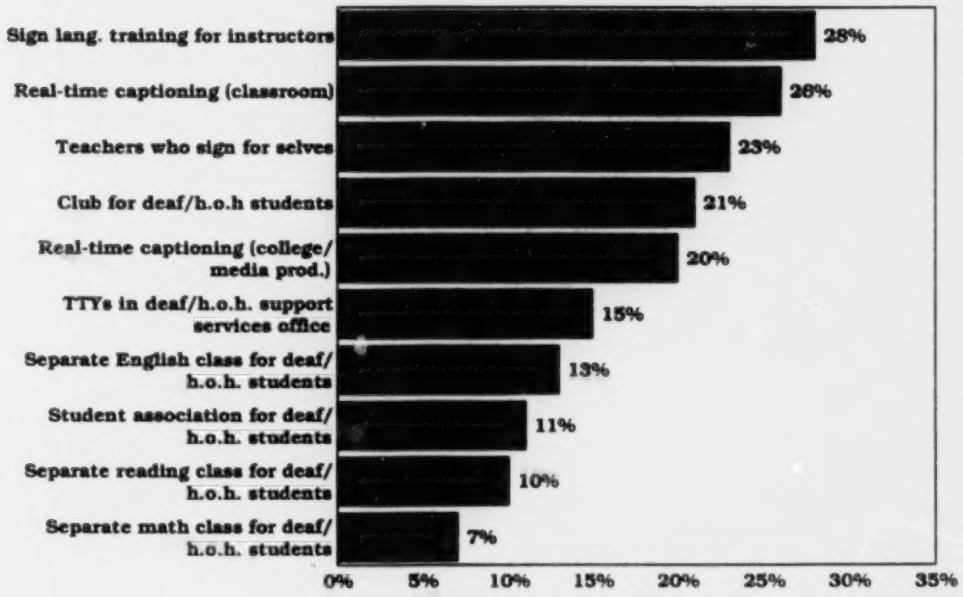


Least Prevalent Support Services

Which support services for deaf and hard-of-hearing students are least prevalent?

- Five of the support services listed in the summary are offered by less than fifteen percent of the responding institutions (see Table 13, Appendix A, and Figure 15, below). These include TTYs in a support services office for deaf and hard of hearing students (14.5%), separate English class for deaf and hard of hearing students (12.9%), student association primarily for deaf and hard of hearing students (11.3%), separate reading class for deaf and hard of hearing students (10.9%), and a separate math class for deaf and hard of hearing students (6.9%).

Figure 15
Least Prevalent Support Services for Deaf & Hard of Hearing Students

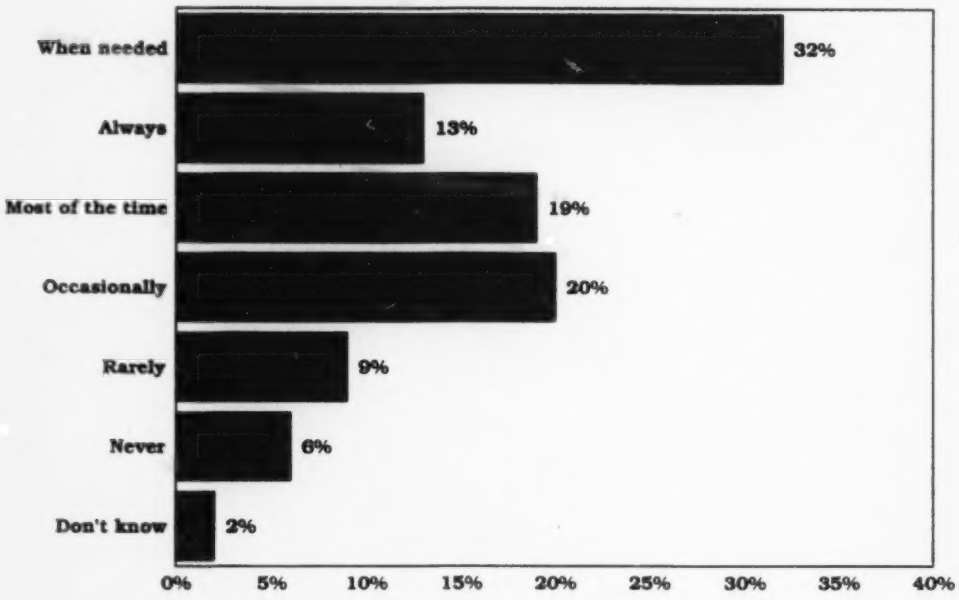


Interpreters for Campus-wide Events

How often are sign language interpreters provided for campus-wide events?

Most responding institutions provide interpreters for campus-wide events such as lectures, plays, and student government meetings - a scant 14 percent said they rarely or never provided sign language interpreters for such occasions (see Table 14, Appendix A, and Figure 16, below). More common was to provide interpreters when needed or requested, the answer given by 32% of the respondents. About one-third provided an interpreter always or most of the time. One-fifth of the institutions provided an interpreter occasionally. The remaining 2 percent didn't know how often interpreters were provided.

Figure 16
How Often Sign Language Interpreters Are Provided for Campus-wide Events



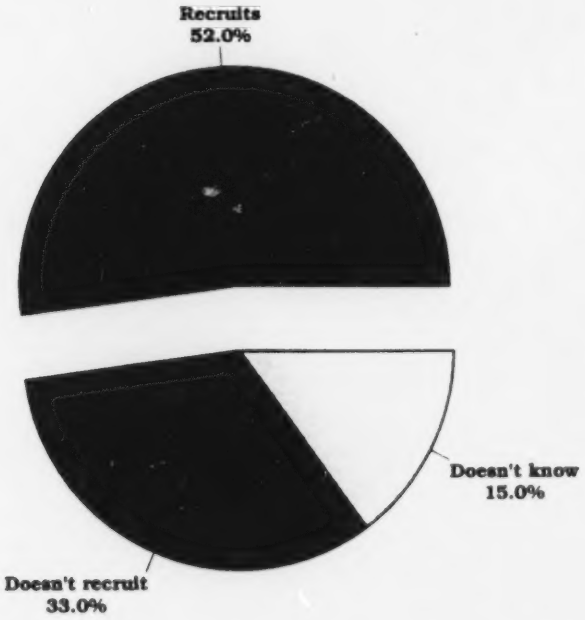
Deaf High School Student Recruitment

How many institutions recruit deaf & hard of hearing students from area high schools?

A majority of the institutions surveyed do recruit deaf & hard of hearing students from area high schools - 52 percent, in fact (see Table 15, Appendix A, and Figure 17, below).

One-third of the institutions do not, and the remaining 15 percent of respondents don't know whether their institution recruits deaf & hard of hearing high school students or not.

Figure 17
Recruitment by Institution of Deaf &
Hard of Hearing Students from Area High Schools

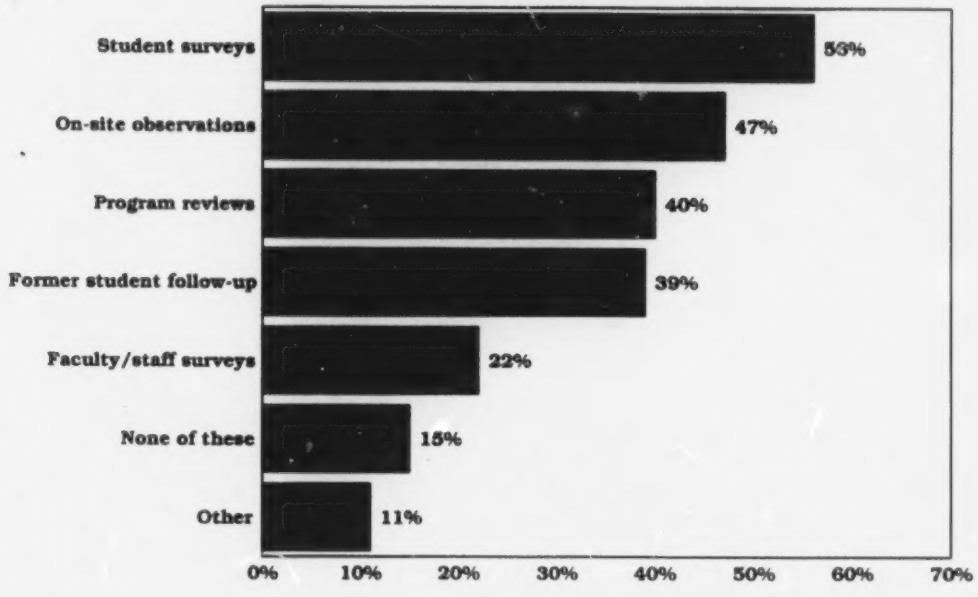


Assessment

What methods are used to assess the effectiveness of services/programs for deaf & hard of hearing students?

The assessment method cited most frequently was student surveys, used by 56 percent of the responding institutions (see Table 16, Appendix A, and Figure 18, below). Almost half (47%) of the responding institutions used on-site observations by program coordinators. About 40 percent each used program reviews/assessments and follow-up with former students. Surveys of faculty and staff was cited least frequently, used by 22 percent of the responding institutions. Fifteen percent said they didn't use any of the assessment methods listed, and 11 percent used an assessment method other than those listed on the survey.

Figure 18
Assessment Methods Used to Measure Effectiveness of Services/Programs for Deaf & Hard of Hearing Students

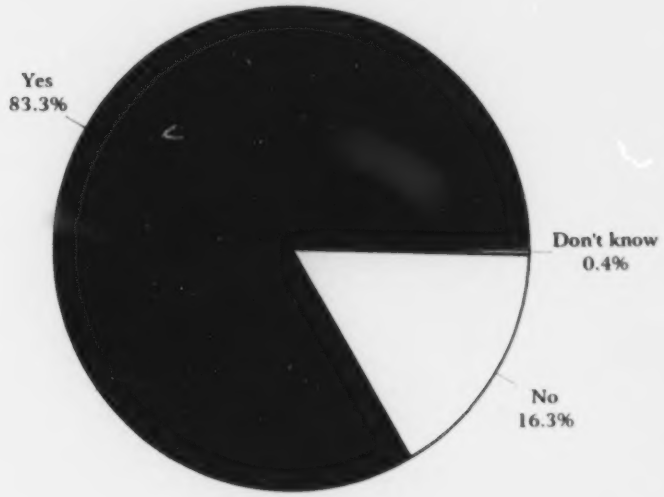


Coordinators of Support Services for Deaf & Hard of Hearing Students

Does the coordinator of support services for deaf & hard of hearing students also coordinate activities for other students with disabilities?

Eighty-three percent of the respondents surveyed said their coordinator of services for deaf & hard of hearing students serves that dual role (see Table 17, Appendix A, and Figure 19, below).

Figure 19
Does Coordinator of Deaf & Hard of Hearing Students
Also Coordinate Services for Other Students with Disabilities?

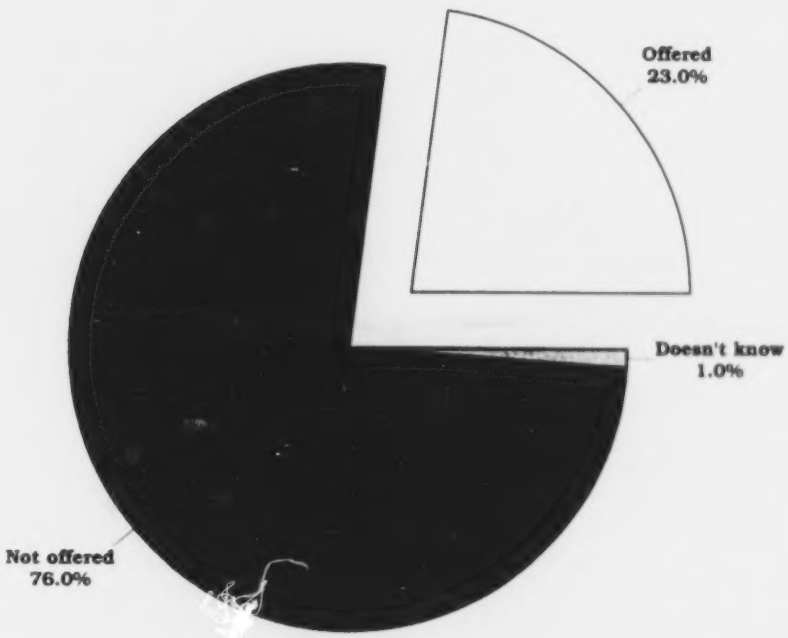


Interpreter Training Programs

How many institutions offer interpreter training programs?

Less than one-fourth (23%) of the institutions offered interpreter training programs (see Table 18, Appendix A, and Figure 20, below). Less than one percent of the respondents didn't know if their institution offered one, and the remaining 76 percent said their institution *did not* offer an interpreter training program.

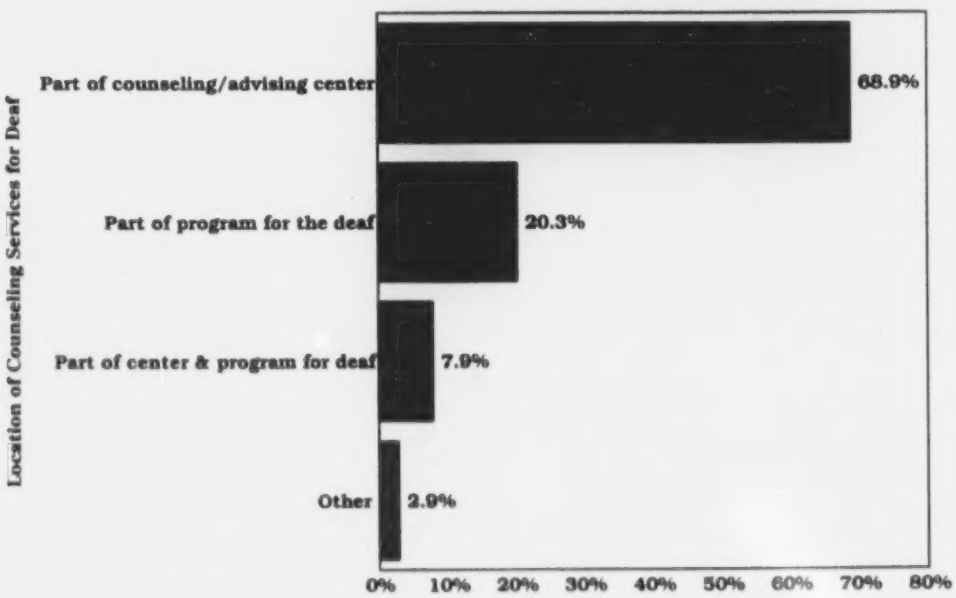
Figure 20
Interpreter Training Program Offered by Institution



Location of Counseling/Advisory Services for Deaf & Hard of Hearing Students

For most institutions (almost seventy percent), counseling services for deaf or hard of hearing individuals are available at the counseling/advising center (see Table 20, Appendix A, and Figure 21, below). In one out of five institutions, these services are available at a centralized location as part of a program for the deaf. Eight percent of the institutions offer counseling at both locations.

Figure 21
Location of Counseling/Advisory Services for Deaf & Hard of Hearing Students

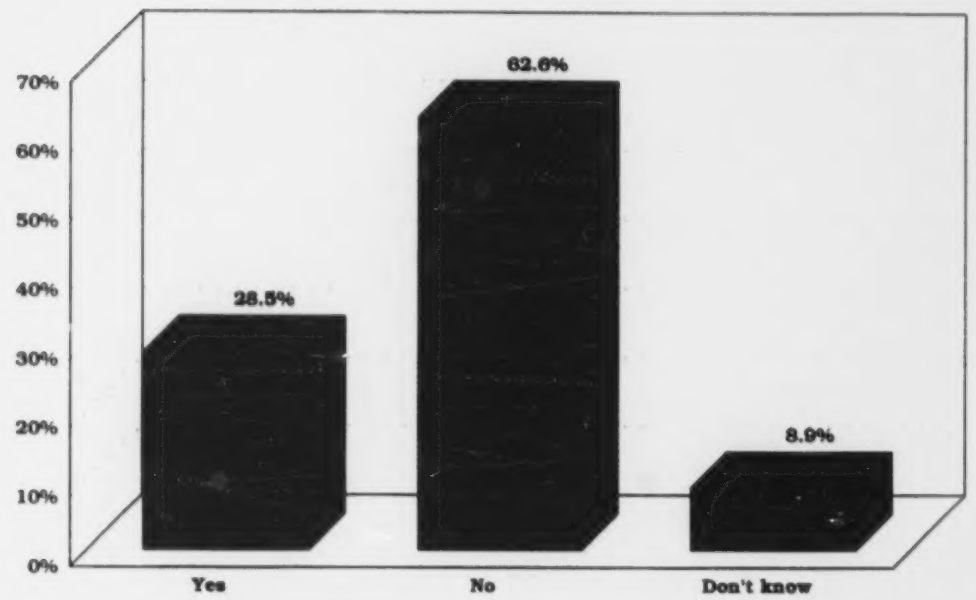


Provision of Deaf Adult Role Models

How many institutions actively seek to bring deaf adults into contact with deaf and hard of hearing students?

Most institutions (63%) do not actively attempt to bring deaf adults into contact with deaf and hard of hearing students (see Table 21, Appendix A and Figure 22, below). Nine percent of the respondents didn't know whether their institution did this, leaving almost thirty percent whose institutions actively attempt to bring deaf students into contact with deaf role models.

Figure 22
Does Institution Actively Attempt to Bring Adult Role Models into Contact with Deaf & Hard of Hearing Students?

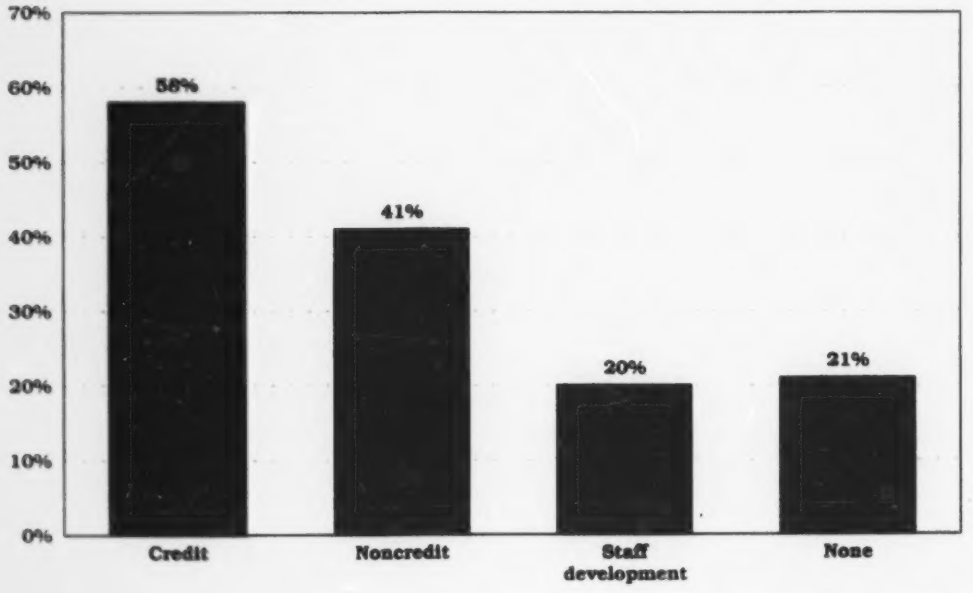


Availability of Sign Language Classes

What types of sign language classes are available?

One-fifth (21%) of the institutions offer no sign language classes (see Table 22, Appendix A, and Figure 23, below). However, fifty-eight percent offer credit sign language classes, 41 percent offer noncredit sign language classes, and 20 percent offer sign language classes through staff development.

Figure 23
Sign Language Classes Offered at Institution



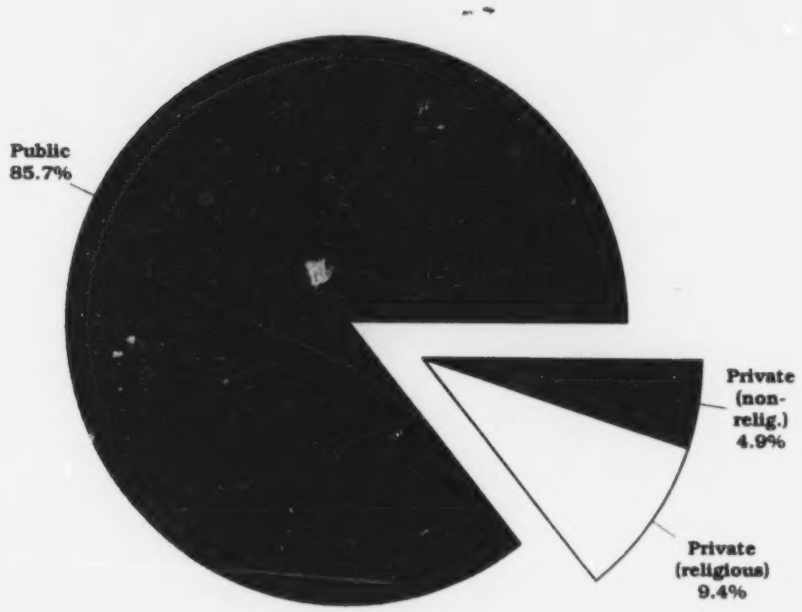
Profile of Participating Institutions

What is the profile of institutions participating in this study?

Affiliation

Eighty-six percent of the participating institutions were public; nine percent were private, religious schools; and the remaining five percent were private, non-religious schools (see Table 23, Appendix A, and Figure 24, below).

Figure 24
Affiliation of Institution



Institution type

About half (49%) of the responding institutions were 2-year institutions, 46 percent were 4-year institutions, and the remaining five percent was characterized as "other" (see Table 24, Appendix A).

Accrediting body

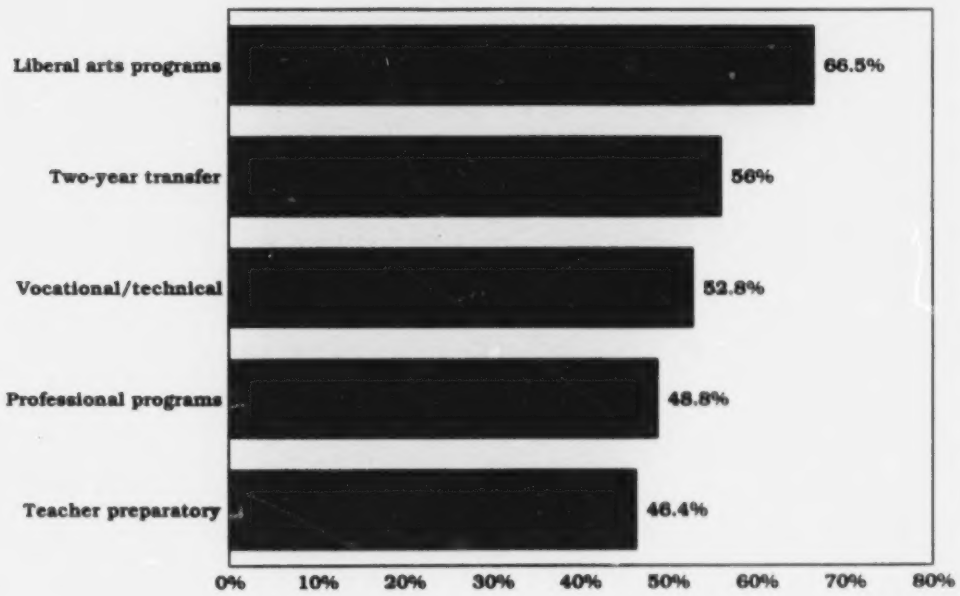
The three most prevalent accrediting bodies for the responding institutions were the North Central Association of Colleges and Schools (37%), the Southern Association of Colleges and Schools (22%), and the Middle States Association of Colleges and Schools (12%). (See Table 24, Appendix A.) Four other accrediting bodies, the Northwest Association of Schools and Colleges/Junior Colleges/Universities, the Western Association of Schools and Colleges- Community/Junior Colleges/Universities, the New England Association of Schools and Colleges-Higher Education, and the Western Association of Schools and Colleges-Technical and Career Institutions represented between four and seven percent (each) of the responding institutions.

Profile of Participating Institutions (cont'd)

Types of programs offered at the institution

Over half of the responding institutions offered vocational/technical, two-year transfer, or liberal arts programs (see Table 25, Appendix A, and Figure 25, below). Liberal arts programming was the most prevalent, offered by two-thirds of the institutions. Almost half (46% and 49%, respectively) offered teacher preparatory and professional programs.

Figure 25
Types of Programs Offered



Deaf Employees

What factors are related to the mean total number of deaf employees?

The mean number of deaf employees (full-time and part-time) for all institutions is 6.2 (see Table 28, Appendix A).

The total number of deaf & hard of hearing employees *increases* as the total number of deaf & hard of hearing credit students and the number of years the institution has served deaf and hard of hearing students *increases* (see Table 28, Appendix A, and Figure 26 and Figure 27, below and on the next page).

Figure 26
Mean Total Number of Deaf Employees (Full-time and Part-time)
by Total Number of Deaf & Hard of Hearing Credit Students

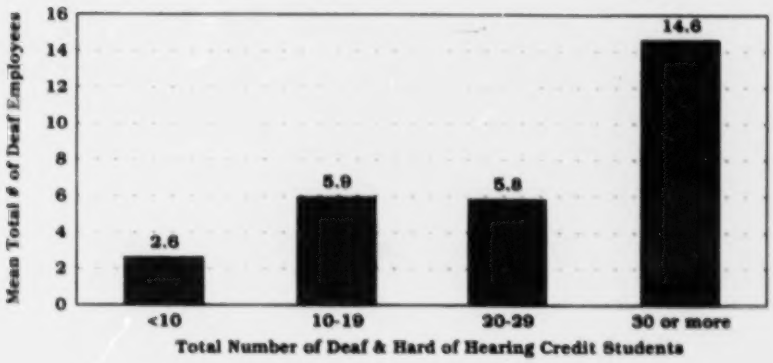
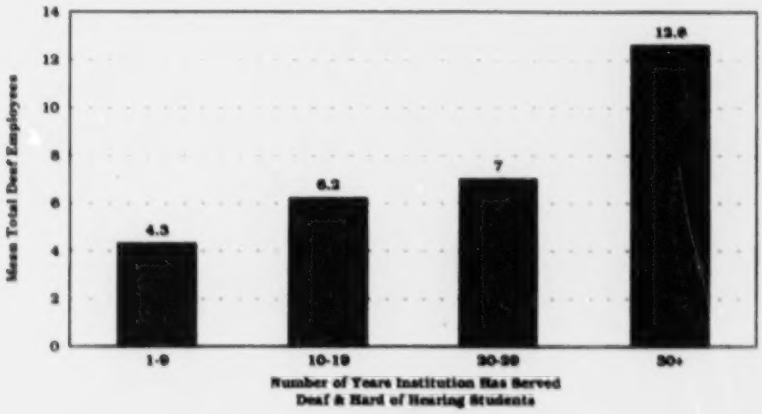


Figure 27
Mean Total Number of Deaf Employees (Full-time and Part-time)
by Number of Years Institution Has Served Deaf & Hard of Hearing Students



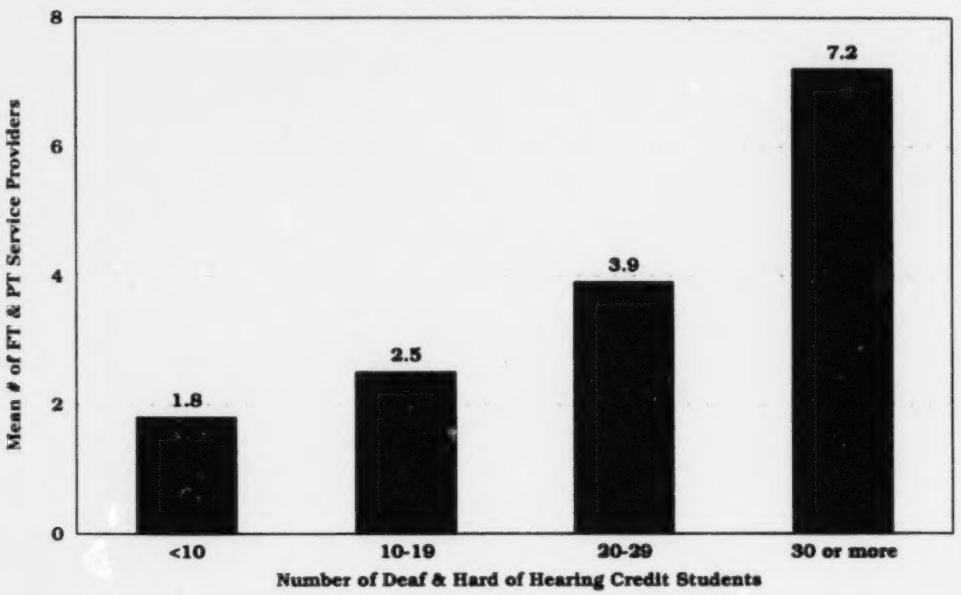
Providers of Deaf Student Support Services

What factors are related to the number of providers of deaf support services?

The average number of full-time and part-time providers of deaf support services is 3.3 (see Table 29, Appendix A).

The number of providers appears to be positively correlated with the total number of credit students and the total number of deaf & hard of hearing credit students (see Table 29, Appendix A, and Figure 28, below).

Figure 28
Mean Number of Full-time & Part-time Providers of Support Services for Deaf & Hard of Hearing Students by Number of Deaf Credit Students



Institutions that have made a commitment to provide support services for deaf & hard of hearing students show their commitment not only in the number of providers of these services, but also in a proactive advocacy role for deaf students.

- Institutions at which counseling services are available *both* at the institution's counseling/advising center *and* at a centralized location as part of a program for the deaf averaged 6.7 providers of deaf support services, institutions offering counseling services only as part of a centralized program for the deaf averaged 6.0 providers, and institutions offering counseling for deaf & hard of hearing

Providers of Deaf Student Support Services (cont'd)

students only at the institution's counseling advising center averaged 2.3 providers.

- As the frequency of providing interpreters for campus-wide events increases, so does the total number of providers of deaf support services, from 1.3 for "never" to 2.6 for "occasionally" to 5.4 for "always".

- Institutions that recruit deaf students from area high schools average over twice the total number of providers of deaf support services compared with those that don't (4.5 compared with 2.2).

- Institutions answering that they used deaf adults (other than their own employees) as role models averaged 5.1 providers of deaf support services, more than twice the 2.4 average for institutions answering they *didn't use* deaf adults as role models.

- Institutions offering vocational technical programs, two-year transfer programs, and liberal arts programs had *higher* numbers of deaf support service providers. Institutions not offering teacher preparation programs or professional programs had *lower* numbers of deaf support service providers.

- Two-year institutions averaged 4.4 providers of deaf support services, compared with 2.3 for 4-year institutions.

Two-Year and Four-Year Institutions

What are the major differences between two- and four-year institutions?

In general, two-year institutions seem to be more oriented to serving deaf students than four-year institutions (see Table 30, Appendix A). This could have a basis in grant funding - 73% of the 4-year institutions indicated that *none* of their budget for deaf support services was funded by grants, compared with 34% of the two-year institutions.

While four-year institutions have, on average, fifty percent more students than two-year institutions, they actually have, on average, *fewer* deaf and hard of hearing credit students (18 compared with 23 for the two-year institutions). The average number of total deaf employees is virtually the same for two-year and four-year institutions.

Twenty-one percent of respondents from the two-year institutions indicated active recruitment of deaf employees, compared with 12 percent for the four-year institutions.

While deaf and hard of hearing *students* are consulted by both two- and four-year institutions with approximately the same frequency (63%), two-year institutions consult deaf and hard of hearing *individuals in the community* as well as deaf and hard of hearing *employees* with greater frequency than do four-year institutions (42% compared to 25% and 35% compared to 23%, respectively).

Two-thirds of the two-year schools confirmed recruitment of deaf students from area high schools, compared with 37% of the four-year schools.

Interpreters are provided less frequently at four-year schools. Seventeen percent of the four-year schools said interpreters are never provided for campus-wide events, compared with 10 percent for two-year schools.

Challenges faced by both two- and four-year schools were rated similarly, with the exception of the lack of basic skills of deaf & hard of hearing students, which was rated higher for two-year schools.

Figure 29 on the following page shows which services were more prevalent at four-year institutions. Figure 30 on the following page shows which services were more prevalent at two-year institutions.

Figure 29
Services More Prevalent at Four-Year Institutions

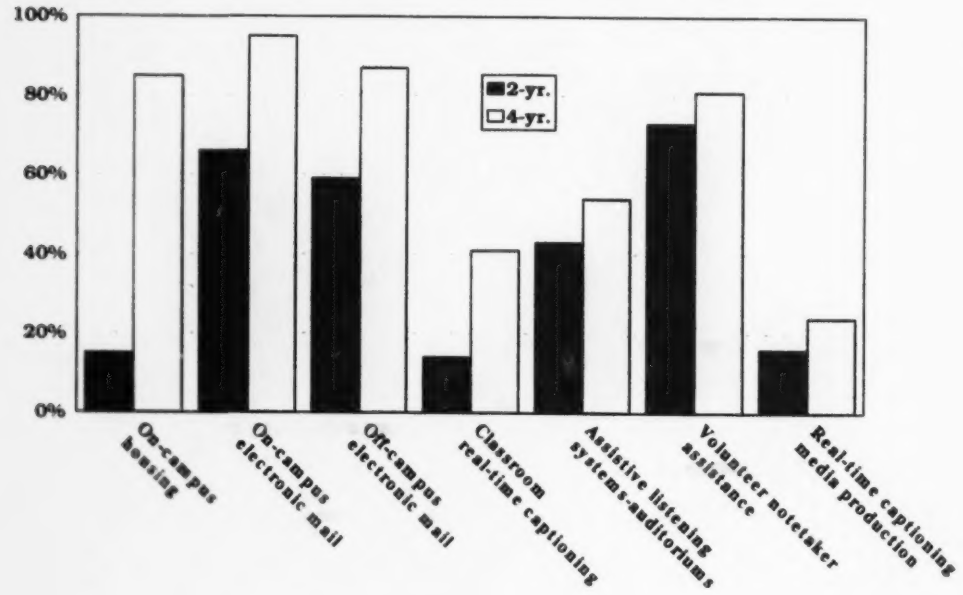
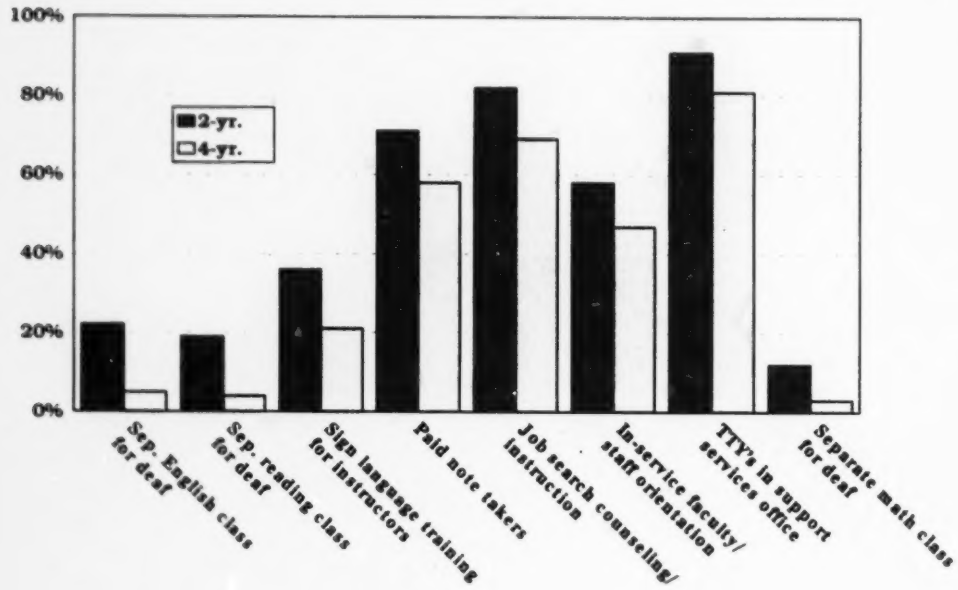


Figure 30
Services More Prevalent at Two-Year Institutions



APPENDIX A

TABLED SURVEY RESULTS

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Table 1

FULL-TIME AND PART-TIME EMPLOYEES

	Full-time Employees		Part-time Employees	
	No.	%	No.	%
Less than 100	13	5.3%	47	19.3%
100 - 249	49	19.8	42	17.3
250 - 499	49	19.8	27	11.1
500 - 749	26	10.5	17	7.0
750 - 999	10	4.0	7	2.9
1000 - 2499	17	6.9	24	9.9
2500 - 4999	13	5.3	6	2.5
5000 - 7499	5	2.0	4	1.6
7500 - 9999	6	2.4	2	0.8
10000+	5	2.0	0	0.0
Don't know/not applicable	54	21.9	67	27.6
MEAN		1269.7		751.9
No. of respondents	247		243	

Table 2

FULL-TIME AND PART-TIME EMPLOYEES
WHO ARE DEAF OR HARD-OF-HEARING

	Full-time Employees		Part-time Employees	
	No.	%	No.	%
None	48	19.4	89	35.9
1-2	73	29.4	46	18.5
3-4	31	12.5	21	8.5
5-6	21	8.5	11	4.4
7-8	5	2.0	1	0.4
9-10	15	6.0	9	3.6
More than 10	11	4.4	10	4.0
Don't know/not applicable	44	17.7	61	24.6
MEAN	3.7		2.6	
No. of respondents	248		248	

Table 3

DEAF OR HARD OF HEARING EMPLOYEES BY SELECTED JOB CATEGORIES

	Administrative		Faculty		Office/ Technical		Service/ Maintenance	
	No.	%	No.	%	No.	%	No.	%
None	126	50.8%	69	27.8%	106	42.7%	107	43.1%
1-2	51	20.6	67	27.0	62	25.0	54	21.8
3-4	10	4.0	32	12.9	11	4.4	16	6.5
5-6	6	2.4	11	4.4	6	2.4	6	2.4
7-8	1	0.4	6	2.4	2	0.8	2	0.8
9-10	0	0.0	7	2.8	3	1.2	6	2.4
More than 10	3	1.2	5	2.0	4	1.6	3	1.2
Don't know/not applicable	51	20.6	51	20.6	54	21.8	54	21.8
MEAN	0.9		2.3		1.2		1.4	
No. of respondents	248		248		248		248	

Table 4

INDIVIDUALS/GROUPS CONSULTED WHEN CAMPUS MAKES DECISIONS REGARDING PROGRAMS/SERVICES FOR DEAF & HARD OF HEARING STUDENTS

	Number*	Percent
Deaf & hard-of-hearing ***employees***	72	29.0%
Deaf & hard-of-hearing ***students***	157	63.3
Deaf & hard-of-hearing ***individuals in the community***	86	34.7
None of these	45	18.1
Don't know	23	9.3
No. of respondents	248	n/a

*Multiple responses; percent totals exceed 100.0.

Table 5

ACTIVE RECRUITMENT OF DEAF & HARD OF HEARING STUDENTS
FROM AREA HIGH SCHOOLS

	Number	Percent
Yes	40	16.7%
No	120	50.2
Don't know	79	33.1
No. of respondents	239	100.0%

Table 6

RESPONDENT'S OPINION ABOUT WHETHER HIS/HER INSTITUTION
SHOULD PLACE MORE IMPORTANCE ON HIRING
DEAF & HARD OF HEARING INDIVIDUALS

	Number	Percent
Yes	97	43.3%
No	65	29.0
Don't know	62	27.7
No. of respondents	224	100.0%

Table 7

PROVIDERS OF SUPPORT SERVICES FOR DEAF & HARD-OF-HEARING STUDENTS

	Percent	Full-time	Part-time	Signs for Self	Uses Interpreter	Deaf	Hearing	Mean Years of Service
JOB CATEGORY								
Total	100.0%	59.0%	41.0%	72.2%	27.8%	12.3%	87.7%	9.7
Instruction	5.3	63.8	36.2	97.8	2.2	53.3	46.7	12.1
Counseling	11.8	79.0	21.0	45.2	54.8	23.3	76.7	9.5
General Administration	6.2	92.9	7.1	62.5	37.5	18.8	81.3	11.8
Disabled Student Support Services	32.9	83.7	16.3	57.6	42.4	9.2	90.8	9.6
Office Jobs	3.0	92.6	7.4	54.2	45.8	100.0	0.0	7.1
Interpreters	31.0	31.4	68.6	98.5	1.5	0.8	99.2	9.7
Tutors	7.8	0.0	100.0	30.0*	70.0*	23.8*	76.2*	6.3
Others	2.2*	26.7*	73.3*	66.7*	33.3*	53.3*	46.7*	5.9
No. of jobs included	899	523	363	536	206	93	663	671

*Missing data for at least 20% of respondents.

Table 8

COUNSELOR INFORMATION

	Number	Percent
TOTAL NUMBER OF COUNSELORS:		
Working in institution		
None	1	0.5%
1-9	66	33.7
10-19	51	26.0
20-49	28	14.3
50-99	17	8.7
100 or more	33	16.9
MEDIAN	13	
No. of respondents (excludes 52 respondents answering "don't know")	196	
Providing advising for deaf and hard of hearing students		
None	14	6.7%
1-4	136	64.8
5-9	26	12.4
10 or more	34	16.2
MEDIAN	2	
No. of respondents (excludes 38 respondents answering "don't know")	210	
Providing personal counseling services		
None	21	10.0%
1-4	85	40.3
5-9	48	22.7
10 or more	57	27.0
MEDIAN	4	
No. of respondents (excludes 37 respondents answering "don't know")	211	

Table 8 (cont'd)

COUNSELOR INFORMATION

	Number	Percent
Providing personal counseling services for deaf & hard of hearing students		
None	50	23.5%
1-4	129	60.6
5-9	20	9.4
10 or more	14	6.6
MEDIAN	1	
No. of respondents (excludes 35 respondents answering "don't know")	213	
Skilled in sign language		
None	113	51.1%
1-4	92	41.6
5-9	8	3.6
10 or more	8	3.6
MEDIAN	0	
No. of respondents (excludes 27 respondents answering "don't know")	221	
Are deaf or hard of hearing		
None	166	76.5%
1-4	43	19.8
5-9	0	0.0
10 or more	8	3.7
MEDIAN	0	
No. of respondents (excludes 31 respondents answering "don't know"	217	

Table 9

CHALLENGES FOR INSTITUTIONS IN PROVIDING SERVICES
FOR DEAF & HARD OF HEARING STUDENTS

	Mean	Not a Challenge At All 1	Minor Challenge 2	Major Challenge 3
Lack of availability of interpreters	2.38	11.9%	38.3%	49.8%
Lack of basic skills of deaf/hard of hearing students	2.22	21.8	34.5	43.7
Overall budget too small	2.21	21.4	35.7	42.9
Small budget for interpreters	2.18	23.6	34.7	41.7
Difficulty maintaining a significant number of deaf/hard of hearing students	2.08	26.0	40.4	33.6
Lack of instructional support for programming for deaf/hard of hearing students	2.02	25.8	46.6	27.5
Lack of student services staff trained in working with deaf/hard of hearing students	2.01	19.8	59.5	20.7
Not enough administrative support	1.85	37.4	40.3	22.2

Table 10

CREDIT STUDENT ENROLLMENT

	Number	Percent
<5000	83	38.4
5000-9999	31	14.4
10000-19999	68	31.5
20000+	34	15.7
MEAN	10418.5	
No. of respondents*	216	

*32 respondents were unable to report what the total credit student enrollment was at their institution.

Table 11

DEAF & HARD OF HEARING CREDIT STUDENT ENROLLMENT

	Number	Percent
<10	97	42.9%
10-19	59	26.1
20-29	27	11.9
30 and more	43	19.0
MEAN	19.8	
No. of respondents*	226	

*22 respondents were unable to report what the total deaf & hard of hearing credit student enrollment was at their institution.

Table 12

YEARS INSTITUTION HAS SERVED DEAF & HARD OF HEARING STUDENTS

	Number	Percent
None	4	1.8%
1-9	39	17.6
10-19	75	33.9
20-29	87	39.4
30 or more	16	7.2
MEAN	18.1	
No. of respondents*	221	

*27 respondents were unable to report how many years their institution has served deaf & hard of hearing students.

Table 13

PERCENT OF INSTITUTION'S BUDGET FOR PROGRAMS AND SERVICES FOR DEAF & HARD OF HEARING STUDENTS SUPPORTED BY GRANTS

	Number	Percent
0%	126	53.8%
1% - 24%	41	17.5
25% - 49%	18	7.7
50% - 74%	23	9.8
75% - 99%	14	6.0
100%	12	5.1
No. of respondents	234	99.9%

Table 14

SUPPORT SERVICES FOR DEAF & HARD OF HEARING STUDENTS
CURRENTLY AVAILABLE AT INSTITUTION

	Number of Responses	Percent of Respondents
Sign language interpreters	223	89.9%
On-campus electronic mail	201	81.0
Assistance in arranging for volunteer note takers	192	77.4
Career assessment and planning services	190	76.6
Personal counseling services	189	76.2
Job search skills counseling and instruction	184	74.2
Paid tutors	184	74.2
Off-campus electronic mail-Internet	178	71.8
Assistive listening systems available for classroom use	175	70.6
Peer tutors	164	66.1
Visual alarm systems	163	65.7
Paid note takers	159	64.1
Sign language training for hearing students	144	58.1
In-service training for faculty/staff members working with deaf & hard of hearing students	132	53.2
Help in setting up job interviews	131	52.8
Amplified phones at pay telephones	129	52.0
Oral interpreters	126	50.8
On-campus housing	125	50.4
Assistive listening systems in auditoriums	118	47.6
TTYs at pay telephones	114	46.0
Sign language training for deaf & hard of hearing students	98	39.5
TTYs in an Admissions Office	96	38.7
A central college switchboard that can accept TTY calls	82	33.1
Post-interview follow-up	70	28.2
Sign language training for instructors	69	27.8
Real-time captioning in the classroom	65	26.2
Teachers who sign for selves	56	22.6
Club primarily for deaf & hard of hearing students	53	21.4
Real-time captioning for college/media production	49	19.8
TTYs in a support services office for deaf & hard of hearing students	36	14.5
Separate English class for deaf & hard of hearing students	32	12.9
Student association primarily for deaf & hard of hearing students	28	11.3
Separate reading class for deaf & hard of hearing students	27	10.9
Separate math class for deaf & hard of hearing students	17	6.9

Table 15

HOW OFTEN SIGN LANGUAGE INTERPRETERS ARE PROVIDED FOR CAMPUS-WIDE EVENTS SUCH AS LECTURES, PLAYS, AND STUDENT GOVERNMENT MEETINGS

	Number	Percent
Always	33	13.4%
Most of the time	48	19.4
Occasionally	49	19.8
Rarely	21	8.5
Never	14	5.7
When needed/requested	78	31.6
Don't know	4	1.6
No. of respondents	247	100.0%

Table 16

RECRUITMENT OF DEAF & HARD OF HEARING STUDENTS FROM AREA HIGH SCHOOLS

	Number	Percent
Yes	125	52.1%
No	80	33.3
Don't know	35	14.6
No. of respondents	240	100.0%

Table 17

METHODS USED TO MEASURE THE EFFECTIVENESS OF THE INSTITUTION'S PROGRAMS AND SERVICES FOR DEAF & HARD OF HEARING STUDENTS

	Number*	Percent of Respondents
Student surveys	139	56.0%
On-site observation by program coordinators	117	47.2
Program reviews/assessments	99	39.9
Follow-up with former students	96	38.7
Surveys of faculty and staff	55	22.2
None of these	37	14.9
Other	27	10.9

* Multiple responses; percent totals exceed 100.0.

Table 18

COORDINATION OF SERVICES FOR OTHER STUDENTS WITH DISABILITIES BY COORDINATOR OF SUPPORT SERVICES FOR DEAF & HARD OF HEARING STUDENTS

	Number	Percent
Yes	204	83.3%
No	40	16.3
Don't know	1	0.4
No. of respondents	245	100.0%

Table 19

AVAILABILITY OF INTERPRETER TRAINING PROGRAM

	Number	Percent
Yes	57	23.1%
No	188	76.1
Don't know	2	0.8
No. of respondents	247	100.0%

Table 20

LOCATION OF COUNSELING/ADVISORY SERVICES FOR DEAF & HARD OF HEARING STUDENTS

	Number	Percent
Offered at centralized location as part of a program for the deaf	49	20.3%
Available at institution's counseling/advising center	166	68.9
Available at both locations above	19	7.9
Other	7	2.9
No. of respondents	241	100.0%

Table 21

INSTITUTION ACTIVELY ATTEMPTS TO BRING DEAF ADULTS (OTHER THAN THE INSTITUTION'S EMPLOYEES) INTO CONTACT WITH DEAF & HARD OF HEARING STUDENTS

	Number	Percent
Yes	70	28.5%
No	154	62.6
Don't know	22	8.9
No. of respondents	246	100.0%

Table 22

SIGN LANGUAGE CLASSES OFFERED AT INSTITUTION

	Number of Responses*	Percent of Respondents
Credit	144	58.1%
Noncredit	102	41.1
Staff development	49	19.8
No sign language classes offered	51	20.6
Don't know	1	0.4

*Multiple responses: percent totals exceed 100.0.

Table 23

AFFILIATION OF INSTITUTION

	Number	Percent
Public	209	85.7%
Private (religious)	23	9.4
Private (non-religious)	12	4.9
No. of respondents	244	100.0%

Table 24

INSTITUTION TYPE

	Number	Percent
2-year	120	49.0%
4-year	112	45.7
Other	13	5.3
No. of respondents	245	100.0%

Table 25

ACCREDITATION

	Number	Percent
North Central Association of Colleges and Schools (NCACHE)	92	37.2%
Southern Association of Colleges and Schools (SACSCC)	54	21.9
Middle States Association of Colleges and Schools (MSACHE)	29	11.7
Northwest Association of Schools and Colleges (NWASC)	17	6.9
Western Association of Schools and Colleges - Community/Junior Colleges/Universities (WASCJC)	13	5.3
New England Association of Schools and Colleges - Higher Education (NEACHE)	9	3.6
Western Association of Schools and Colleges - Senior Colleges/Universities (WASCSR)	9	3.6
New England Association of Schools and Colleges - Technical and Career Institutions (NEACTCI)	1	0.4
Other	4	1.6
Don't know	19	7.7
No. of respondents	247	100.0%

Table 26

TYPES OF PROGRAMS OFFERED AT INSTITUTION

	Number of Responses*	Percent of Respondents
Liberal arts/programs	165	66.5%
Two-year transfer	139	56.0
Vocational/technical	131	52.8
Professional programs	121	48.8
Teacher preparatory	115	46.4

*Multiple responses; percent totals exceed 100.0.

Table 27

TOTAL EMPLOYEES (Full-time & Part-time)

	Number	Percent
<250	33	18.8%
250-499	31	17.6
500-749	31	17.6
750-999	13	7.4
1000-2499	34	19.3
2500 and more	34	19.3
MEAN	1900.5	
No. of respondents	176	

Table 28

MEAN TOTAL NUMBER OF DEAF EMPLOYEES (FULL-TIME & PART-TIME) CROSS TABULATED WITH SELECTED VARIABLES

	Mean
All respondents	6.2
Total number of credit students	
<5000	4.5
5000-9999	7.5
10000-19999	6.0
20000+	13.0
Total number of deaf & hard of hearing credit students	
<10	2.6
10-19	5.9
20-29	5.8
30 or more	14.6
Approximate number of years institution has served deaf & hard of hearing students	
1-9 years	4.3
10-19 years	6.2
20-29 years	7.0
30+ years	12.6
How often interpreters are provided for campus-wide events	
Never/rarely	5.3
Occasionally	6.8
Most of the time/always	7.7
Don't know	1.7
When requested	5.1
Does institution recruit deaf students from area high schools?	
Yes	6.6
No	5.9
Don't know	6.6
Does the same person coordinate support services for deaf & hard of hearing students ***and*** services for other students with disabilities?	
Yes	5.5
No	9.8
Don't know	1.0

Table 28 (cont'd)

	Mean
Is there an interpreter training program at the institution?	
Yes	9.6
No	5.0
Don't know	4.0
Availability of counseling services	
Offered at centralized location as part of program for the deaf	8.6
Available at institution's counseling/advising center	4.9
Both	11.4
Don't know	1.5
Does institution use deaf adults (other than its employees) as role models?	
Yes	7.3
No	6.0
Don't know	3.9
Types of programs offered	
Teacher preparatory	
Yes	7.4
No	5.2
Professional programs	
Yes	7.4
No	5.2
Liberal arts programs	
Yes	6.8
No	5.1
Vocational/technical	
Yes	6.2
No	6.2
Two-year transfer	
Yes	6.2
No	6.3

Table 29

MEAN TOTAL FULL-TIME AND PART-TIME PROVIDERS OF DEAF SUPPORT SERVICES CROSS TABULATED WITH SELECTED VARIABLES

	Mean
All respondents	3.3
Total number of credit students	
<5000	2.6
5000-9999	2.5
10000-19999	3.6
20000+	4.4
Total number of deaf & hard of hearing credit students	
<10	1.8
10-19	2.5
20-29	3.9
30 or more	7.2
Approximate number of years institution has served deaf & hard of hearing students	
1-9	2.4
10-19	3.8
20-29	4.0
30+	2.6
How often are interpreters provided for campus-wide events?	
Never	1.3
Rarely	1.6
Occasionally	2.6
Most of the time	4.8
Always	5.4
Don't know	2.0
When requested	3.9
Does institution recruit deaf students from area high schools?	
Yes	4.5
No	2.2
Don't know	1.6
Does the same person coordinate support services for both deaf & hard of hearing students and other students with disabilities?	
Yes	6.8
No	2.3
Don't know	2.5

Table 29 (cont'd)

	Mean
Availability of counseling services	
Offered at centralized location as part of program for the deaf	6.0
Available at institution's counseling/advising center	2.3
Both	6.7
Don't know	1.1
Does institution use deaf adults (other than its employees) as role models?	
Yes	5.1
No	2.4
Don't know	4.1
Institution type	
2-year	4.4
4-year	2.3
Programs offered	
Vocational/technical	
Yes	4.3
No	2.3
Two-year transfer	
Yes	3.9
No	2.5
Liberal arts programs	
Yes	3.5
No	3.0
Teacher preparation	
Yes	2.8
No	3.8
Professional programs	
Yes	2.8
No	3.8

Table 30

SELECTED SURVEY DATA BY INSTITUTION TYPE (2-YEAR OR 4-YEAR), BY INTERPRETER TRAINING PROGRAM OFFERED OR NOT, AND BY DEAF OR DEAF & DISABILITY SERVICES COORDINATOR

	2-Year	4-Year	Interpreter Trng. Prog.	No Interpreter Trng. Prog.	Deaf & Disability Srv. Coor.	Deaf-Only Services Coordinator
Number of full-time employees (mean)	420	2190	996	1384	1107	2052
Number of part-time employees (mean)	504	1064	920	704	653	1252
Total number of employees (mean)	902	3082	1880	1931	1666	3081
Deaf full-time employees (mean)	3.0	4.6	4.8	3.3	3.6	4.5
Deaf part-time employees (mean)	3.0	1.6	4.7	1.8	2.0	5.2
Deaf administrative employees (mean)	0.7	1.1	0.8	1.0	0.9	1.3
Deaf faculty (mean)	2.6	1.7	3.9	1.7	2.0	3.6
Deaf office & technical employees (mean)	1.2	1.1	2.0	1.0	1.2	1.7
Deaf service & maintenance employees (mean)	1.2	1.6	1.9	1.3	1.4	1.8
Total deaf employees (mean)	6.0	6.1	9.6	5.0	5.5	9.8
Who is consulted in decisions regarding programs for deaf & hard of hearing students:						
Deaf and hard of hearing employees	35.0%	23.2%	59.6%	19.7%	23.5%	55.0%
Deaf and hard of hearing students	63.3	63.4	71.9	60.6	60.3	80.0
Deaf and hard of hearing individuals in the community	41.7	25.0	43.9	31.9	35.3	35.0
None of the above are consulted	19.2	17.0	10.5	20.2	20.1	7.5
Do not know who is consulted	8.3	10.7	8.8	9.6	10.8	2.5

Table 30 (cont'd)

	2-Year	4-Year	Interpreter Trng. Prog.	No Interpreter Trng. Prog.	Deaf & Disability Srv. Coor.	Deaf-Only Services Coordinator
Active recruitment of deaf employees?						
Yes	21.4%	12.0%	32.7%	11.6%	12.2%	38.5%
No	48.7	53.7	34.5	55.8	52.3	41.0
Don't know	29.9	34.3	32.7	32.6	35.5	20.5
Should institution place more importance on hiring deaf & hard of hearing individuals?						
Yes	43.9%	42.7%	50.9%	41.2%	40.1%	60.5%
No	29.9	27.2	24.5	30.6	32.4	15.8
Don't know	26.2	30.1	24.5	28.2	27.5	23.7
Total advisors (mean)	24.9	138.4	49.6	83.0	66.0	115.7
Advisors for deaf (mean)	4.2	53.5	16.3	27.7	20.3	45.1
Total personal counselors (mean)	5.8	12.7	16.5	6.8	6.7	16.1
Personal counselors for deaf (mean)	1.9	20.5	12.4	8.7	8.2	29.3
Counselors skilled in sign language (mean)	1.1	10.9	21.1	0.9	1.0	22.3
Counselors who are deaf (mean)	0.6	2.0	3.4	0.5	1.0	1.9
Challenges (mean)						
Lack of basic skills of deaf & hard of hearing students	2.5	2.0	2.4	2.2	2.2	2.1
Lack of availability of interpreters	2.4	2.4	2.3	2.4	2.4	2.4
Overall budget too small	2.1	2.3	2.2	2.2	2.2	2.1
Small budget for interpreters	2.1	2.3	2.1	2.2	2.2	2.1
Difficulty maintaining a significant number of deaf students	2.1	2.1	2.2	2.0	2.1	2.0
Lack of instructional support for programs	2.0	2.1	2.0	2.0	2.0	2.0
Lack of (deaf) trained student services staff	1.9	2.1	1.8	2.1	2.0	1.9
Not enough administrative support	1.8	1.9	1.8	1.8	1.8	1.9

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Table 30 (cont'd)

	2-Year	4-Year	Interpreter Trng. Prog.	No Interpreter Trng. Prog.	Deaf & Disability Srv. Coor.	Deaf-Only Services Coordinator
Total number of credit students (mean)	7842	12525	11149	10298	9470	16183
Total number of deaf and hard of hearing credit students	23	18	40	14	17	37
<10	40.4%	44.7%	21.2%	48.8%	47.0%	18.4%
10-19	24.8	26.2	19.2	28.5	27.6	21.1
20-29	11.0	14.6	17.3	10.5	10.8	18.4
30 or more	23.9	14.6	42.3	12.2	14.6	42.1
Approximate % of institutional budget for deaf support services funded by grants						
0%	33.9%	72.6%	34.5%	59.7%	58.0%	29.7%
1%-24%	21.7	13.2	23.6	15.9	14.0	35.1
25%-49%	13.0	2.8	9.1	7.4	6.2	16.2
50%-74%	13.9	6.6	18.2	6.8	9.3	13.5
75%-99%	9.6	2.8	7.3	5.7	6.2	5.4
100%	7.8	1.9	7.3	4.5	6.2	0.0
Support services for deaf & hard of hearing						
TTY's in a support services office for deaf & hard of hearing students	90.8%	81.3%	91.2%	84.6%	82.8%	100.0%
Cent. coll. switchbd that accepts TTY calls	34.2	33.0	43.9	29.8	30.4	47.5
TTY's in an admissions office	36.7	40.2	47.4	36.7	35.8	55.0
TTY's at pay telephones	49.2	40.2	64.9	39.9	42.2	70.0
Amplified phones at pay telephones	52.5	49.1	61.4	48.9	49.5	67.5
Assistive listening systems in auditoriums	42.5	53.6	45.6	48.4	49.5	42.5
Assistive listening systems for classrooms	75.0	66.1	70.2	70.2	70.6	70.0
Visual alarm systems	63.3	69.6	78.9	61.7	63.7	77.5
On-campus electronic mail	65.8	94.6	73.7	83.0	80.9	82.5

Table 30 (cont'd)

	2-Year	4-Year	Interpreter Trng. Prog.	No Interpreter Trng. Prog.	Deaf & Disability Srv. Coor.	Deaf-Only Services Coordinator
Off-campus electronic mail-Internet	59.2	86.6	70.2	72.9	70 1	82.0
Teachers who sign for selves	25.0	20.5	61.4	11.2	17.2	50.0
Sign language interpreters	93.3	87.5	96.5	88.3	88.2	100.0
Oral interpreters	52.5	50.0	64.9	46.3	48.5	67.5
Real-time captioning in the classroom	14.2	41.1	29.8	25.5	26.0	30.0
Real-time captioning for college & med	15.8	24.1	24.6	18.6	17.6	32.5
In-service orientation for faculty/staff	57.5	47.3	66.7	48.9	48.5	80.0
Paid note takers	70.8	58.0	73.7	61.7	61.3	80.0
Assistance in arranging for vol. note takers	73.3	81.3	75.4	77.7	77.5	75.0
Personal counseling services	75.0	78.6	80.7	74.5	75.0	82.5
Job search skills counseling & instruction	81.7	68.8	75.4	74.5	73.5	80.0
Help in setting up job interviews	52.5	54.5	57.9	51.1	52.9	55.0
Post-interview follow-up	26.7	30.4	28.1	28.2	28.4	27.5
Sign language training for instructors	35.8	20.5	56.1	19.7	22.1	55.0
Sign language training for deaf & hard of hearing	43.3	36.6	73.7	29.8	33.8	67.5
Sign language training for hearing students	64.2	55.4	93.0	48.4	52.5	87.5
Student assns. primarily for deaf students	10.8	12.5	22.8	8.0	7.8	30.0
Club for deaf & hard of hearing students	24.2	19.6	42.1	15.4	14.7	55.0
Separate reading class for deaf & hard of hearing students	19.2	3.6	33.3	4.3	7.4	27.5
Separate English class for deaf & hard of hearing students	21.7	5.4	40.4	4.8	8.8	32.5
Separate math class for deaf & hard of hearing students	11.7	2.7	22.8	2.1	3.4	25.0
On-campus housing	15.0	84.8	36.8	54.8	51.0	50.0
Paid tutors	79.2	71.4	78.9	73.4	72.1	87.5
Peer tutors	64.2	69.6	64.9	67.0	67.6	60.0
Career assessment and planning services	76.7	76.8	75.4	77.1	76.5	80.0

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Table 30 (cont'd)

	2-Year	4-Year	Interpreter Trng. Prog.	No Interpreter Trng. Prog.	Deaf & Disability Srv. Coor.	Deaf-Only Services Coordinator
How often interpreters are provided for campus-wide events						
Never/rarely	10.0%	17.1%	3.6%	16.6%	16.3%	2.5%
Occasionally	17.5	19.8	22.8	19.3	20.7	15.0
Most of the time	18.3	21.6	21.1	18.7	20.2	17.5
Always	18.3	9.0	29.8	8.6	9.4	35.0
When requested	35.0	30.6	22.8	34.8	31.5	30.0
Don't know	0.8	1.8	0.0	2.1	2.0	0.0
Does institution recruit deaf students from area high schools?						
Yes	66.7%	37.0%	85.5%	42.1%	47.2%	75.0%
No	27.4	39.8	9.1	41.0	36.0	20.0
Don't know	6.0	23.1	5.5	16.9	16.8	5.0
Type of Assessment Used						
On-site observation by prog. coordinator	50.0%	44.6%	68.4%	41.0%	38.7%	92.5%
Surveys of faculty and staff	26.7	18.8	35.1	18.6	17.6	45.0
Follow-up with former students	40.0	37.5	45.6	36.2	35.3	57.5
Program reviews & assessments	41.7	37.5	54.4	35.1	35.8	65.0
Student surveys	55.8	55.4	63.2	53.7	52.9	77.5
None listed are used	14.2	17.0	10.5	16.5	17.2	2.5
Other	10.8	12.5	12.3	10.6	11.3	7.5
Same person coordinates support services for deaf & hard of hearing students AND students with disabilities						
Yes	83.1%	83.9%	62.5%	89.3%	100.0%	0.0%
No	16.1	16.1	35.7	10.7	0.0	100.0
Don't know	0.8	0.0	1.8	0.0	0.0	0.0

Table 30 (cont'd)

	2-Year	4-Year	Interpreter Trng. Prog.	No Interpreter Trng. Prog.	Deaf & Disability Srv. Coor.	Deaf-Only Services Coordinator
Is there an interpreter training program available at the institution?						
Yes	32.5%	14.3%	100.0%	0.0%	17.2%	50.0%
No	66.7	85.7	0.0	100.0	81.9	50.0
Don't know	0.8	0.0	0.0	0.0	1.0	0.0
Centralized counseling/advising services for deaf & hard of hearing services						
Offered at centralized location	33.3%	7.2%	48.2%	12.0%	17.6%	32.5%
Available at institution	55.6	83.8	37.5	79.2	72.4	52.5
Both	9.4	6.3	14.3	5.3	6.5	15.0
Don't know	1.7	2.7	0.0	3.2	3.5	0.0
Use deaf adults as role models?						
Yes	35.0%	22.5%	57.1%	19.7%	21.2%	62.5%
No	59.2	66.7	32.1	71.8	69.5	32.5
Don't know	5.8	10.8	10.7	8.5	9.4	5.0
Type of sign language classes offered						
Credit sign language classes offered	62.5%	57.1%	94.7%	47.9%	51.5%	90.0%
Noncredit sign language classes offered	59.2	24.1	54.4	37.2	40.2	45.0
Staff development sign language classes	23.3	15.2	38.6	14.4	14.7	42.5
No sign language classes offered	10.0	30.4	0.0	27.1	24.0	5.0
Do not know which sign language classes offered	0.0	0.0	0.0	0.0	0.5	0.0

Table 30 (cont'd)

	2-Year	4-Year	Interpreter Trng. Prog.	No Interpreter Trng. Prog.	Deaf & Disability Srv. Coor.	Deaf-Only Services Coordinator
Approximate number of years institution has served deaf/hard of hearing (mean)	19.5	17.0	19.7	17.6	17.9	18.9
Programs offered at institution						
Vocational technical	91.7%	14.3%	68.4%	47.9%	52.5%	52.5%
Two-year transfer	94.2	18.8	78.9	49.5	56.9	50.0
Liberal arts programs	41.7	92.0	66.7	67.0	65.7	75.0
Teacher preparatory	13.3	78.6	42.1	47.9	45.6	52.5
Professional programs	21.7	70.5	47.4	48.9	46.6	57.5
Affiliation						
Public	98.3%	71.8%	93.0%	83.8%	83.7%	94.9%
Private religious	1.7	19.1	7.0	9.6	10.4	5.1
Private nonreligious	0.0	9.1	0.0	6.5	5.9	0.0
Institution type						
2-year	100.0%	0.0%	69.6%	42.8%	48.3%	48.7%
4-year	0.0	100.0	28.6	51.3	46.3	46.2
Other	0.0	0.0	1.8	5.9	5.4	5.1
FT deaf support serv. providers	2.5	1.8	3.7	1.6	1.9	3.5
PT deaf support serv. providers	1.9	0.6	3.1	0.6	1.0	2.3
Total deaf support serv. providers	4.4	2.3	6.8	2.3	2.9	5.8
Deaf support serv. providers who sign for self	3.1	1.2	5.7	1.1	1.6	14.7
Deaf support serv. providers using interpreters	1.0	0.7	0.9	0.9	0.8	1.0
Deaf support serv. providers who are deaf	0.5	0.3	1.1	0.2	0.3	1.0
Deaf support serv. providers who are hearing	3.5	1.8	5.5	1.7	2.2	4.6

APPENDIX B

QUESTIONNAIRE AND COVER LETTER

Employment Information

1. In total, what is the number of full-time and part-time employees at your institution? ***(use your best estimates if you don't know exactly)***

A. _____ *Number of full-time employees* B. _____ *Number of part-time employees*

2. What is the number of full-time and part-time employees at your institution ***who are deaf or hard of hearing?*** ***(use your best estimates if you don't know exactly)***

A. _____ *Number of full-time employees who are deaf or hard of hearing*

B. _____ *Number of part-time employees who are deaf or hard of hearing*

3. What is the number of ***deaf & hard-of-hearing*** **employees at your institution who are in the following job categories?** ***(use your best estimates if you don't know exactly)***

A. _____ *Administrative*

B. _____ *Faculty*

C. _____ *Office/technical*

D. _____ *Service/maintenance*

4. On a regular basis, when your campus makes decisions regarding programs and services for deaf & hard of hearing students, which of the following are consulted? ***(check as many as apply)***

___ (1) Deaf & hard of hearing *employees*
___ (2) Deaf & hard of hearing *students*
___ (3) Deaf & hard of hearing *individuals in the community*
___ (4) None of these
___ (5) Don't know

5. Does your institution actively recruit deaf & hard of hearing employees? ***(check one)***

___ (1) Yes ___ (2) No ___ (3) Don't know

If yes, please describe the process used to recruit deaf & hard of hearing employees.

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6. **Do you *personally* feel your institution should place more importance on hiring deaf & hard of hearing individuals? *(check one)***

___ (1) Yes ___ (2) No ___ (3) Don't know

Providers of Support Services for Deaf & Hard of Hearing Students

7. **For each person at your institution who provides student services for *deaf & hard of hearing* students, please provide the *job title*. Also, check whether the person is 1) *full- or part-time*, 2) *whether he/she signs for self or uses an interpreter*, and 3) *whether he/she is deaf or hearing*. Then, enter the number of years he/she has *worked with deaf & hard of hearing students*.**
NOTE: If your institution has more than four such people, make a copy of this page of the survey, complete it, and attach it to the questionnaire.

A. Job Title _____

check one ___ (1) Full-time ___ (2) Part-time

check one ___ (1) Signs for self ___ (2) Uses interpreter

check one ___ (1) Deaf or hard of hearing ___ (2) Hearing

fill in _____ No. of years working with deaf & hard of hearing students

B. Job Title _____

check one ___ (1) Full-time ___ (2) Part-time

check one ___ (1) Signs for self ___ (2) Uses interpreter

check one ___ (1) Deaf or hard of hearing ___ (2) Hearing

fill in _____ No. of years working with deaf & hard of hearing students

C. Job Title _____

check one ___ (1) Full-time ___ (2) Part-time

check one ___ (1) Signs for self ___ (2) Uses interpreter

check one ___ (1) Deaf or hard of hearing ___ (2) Hearing

fill in _____ No. of years working with deaf & hard of hearing students

D. Job Title _____

check one ___ (1) Full-time ___ (2) Part-time

check one ___ (1) Signs for self ___ (2) Uses interpreter

check one ___ (1) Deaf or hard of hearing ___ (2) Hearing

fill in _____ No. of years working with deaf & hard of hearing students

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8. **Please provide *(by filling in each blank below)* the *approximate* number of counselors/advisors in your institution who:**

A. _____ Work in advising *(total number for institution)*

B. _____ Provide advising *for deaf & hard of hearing students*

C. _____ Provide personal counseling services *(total number for institution)*

D. _____ Provide personal counseling services for *deaf & hard of hearing* students

E. _____ Are skilled in sign language *(total number for institution)*

F. _____ Are *deaf or hard of hearing (total number for institution)*

9. **For each of the following, please indicate whether you feel it is a *major challenge*, a *minor challenge*, or *not a challenge at all* for your institution in providing services for deaf & hard of hearing students. *(Circle one number for each item)***

	Major Challenge	Minor Challenge	Not a Challenge At All
A. Lack of student services staff trained in working with deaf/hard of hearing students	3	2	1
B. Lack of basic skills of deaf/hard of hearing students	3	2	1
C. Small budget for interpreters	3	2	1
D. Lack of availability of interpreters	3	2	1
E. Lack of instructional support for programming for deaf/hard of hearing students	3	2	1
F. Not enough administrative support	3	2	1
G. Overall budget too small	3	2	1
H. Difficulty maintaining a significant number of deaf/hard of hearing students	3	2	1

10. Enrollment Information *(please complete)*

A. _____Total number of credit students *(approximate)*

B. _____Total number of credit students who are deaf & hard of hearing *(approximate)*

11. *Approximately* how many years has your institution been serving deaf & hard of hearing students? *(enter the number of years)*

_____ years

12. *Approximately* what percent of your institution's budget for programs/services for deaf & hard of hearing students is supported by grants? *(check one)*

___ (1) 0%
___ (2) 1% - 24%
___ (3) 25% - 49%
___ (4) 50% - 74%
___ (5) 75% - 99%
___ (6) 100%

13. Please place a check mark next to each of the following support services for deaf & hard of hearing students that is *currently available* at your institution. *(check as many as apply)*

___ (01) TTYs in a support services office for deaf & hard of hearing students
___ (02) A central college switchboard that can accept TTY calls
___ (03) TTYs in an admissions office
___ (04) TTYs at pay telephones
___ (05) Amplified phones at pay telephones

___ (06) Assistive listening systems in auditoriums
___ (07) Assistive listening systems available for classroom use
___ (08) Visual alarm systems
___ (09) On-campus electronic mail
___ (10) Off-campus electronic mail--Internet

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13 *(continued)*. Place a check mark next to each of the support services for deaf & hard of hearing students that is currently available at your institution. *(check as many as apply)*

___ (11) Teachers who sign for selves
___ (12) Sign language interpreters
___ (13) Oral interpreters
___ (14) Real-time captioning in the classroom
___ (15) Real-time captioning for college/media production

___ (16) In-service orientation training for faculty/staff members working with deaf & hard of hearing students
___ (17) Paid note takers
___ (18) Assistance in arranging for volunteer note takers
___ (19) Personal counseling services
___ (20) Job search skills counseling and instruction

___ (21) Help in setting up job interviews
___ (22) Post-interview follow-up
___ (23) Sign language training for instructors
___ (24) Sign language training for deaf & hard of hearing students
___ (25) Sign language training for hearing students

___ (26) Student association primarily for deaf & hard of hearing students
___ (27) Club (specify) _____ primarily for deaf & hard of hearing students
___ (28) Separate reading class for deaf & hard of hearing students
___ (29) Separate English class for deaf & hard of hearing students
___ (30) Separate math class for deaf & hard of hearing students

___ (31) On-campus housing
___ (32) Paid tutors
___ (33) Peer tutors
___ (34) Career assessment and planning services

14. How often are sign language interpreters provided for campus-wide events such as lectures, plays, and student government meetings? *(check one)*

___ (1) Never
___ (2) Rarely
___ (3) Occasionally
___ (4) Most of the time
___ (5) Always
___ (6) Don't know

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15. **Does your institution recruit deaf & hard of hearing students from area high schools?** ***(check one)***

___ (1) Yes ___ (2) No ___ (3) Don't know

16. **Which of the following does your institution use to measure the effectiveness of its services/programs for deaf & hard of hearing students?** ***(check as many as apply)***

___ (1) On-site observation by program coordinators
___ (2) Surveys of faculty and staff
___ (3) Follow-up with former students
___ (4) Program reviews/assessments
___ (5) Student surveys
___ (6) None of these
___ (7) Other (please specify) _____

17. **Does the person who coordinates the support services for deaf & hard of hearing students also coordinate services for other students with disabilities?** ***(check one)***

___ (1) Yes ___ (2) No ___ (3) Don't know

18. **Is there an interpreter training program at your institution?** ***(check one)***

___ (1) Yes ___ (2) No ___ (3) Don't know

19. **Are the counseling/advisory services for deaf & hard of hearing students offered at a centralized location as part of a program for the deaf *OR* are they available at your institution's counseling/advising center?** ***(check one)***

___ (1) Offered at a centralized location as part of a program for the deaf
___ (2) Available at your institution's counseling/advising center
___ (3) Don't know

20. **Does your institution actively seek to bring deaf adults (other than employees of your institution) into contact with deaf & hard of hearing students to serve as role models?** ***(check one)***

___ (1) Yes ___ (2) No ___ (3) Don't know

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21. **Which of the following types of sign language classes does your institution offer? (*check as many as apply*)**

___ (1) Credit
___ (2) Noncredit
___ (3) Staff development
___ (4) None
___ (5) Don't know

General Information About Your Institution

22. **Affiliation *(check one)***

___ (1) Public
___ (2) Private (religious)
___ (3) Private (non-religious)

23. **Institution Type *(check one)***

___ (1) 2-year
___ (2) 4-year
___ (3) Other _____

24. **Accreditation (*please check accrediting body*):**

___ (1) Middle States Association of Colleges and Schools (MSACHE)
___ (2) New England Association of Schools and Colleges - Higher Education (NEACHE)
___ (3) New England Association of Schools and Colleges - Technical & Career Institutions (NEACTCI)
___ (4) North Central Association of Colleges and Schools (NCACHE)
___ (5) Northwest Association of Schools and Colleges NW (NWASC)
___ (6) Southern Association of Colleges and Schools (SACSCC)
___ (7) Southern Association of Colleges and Schools - Occupational Education (SACCOE)
___ (8) Western Association of Schools and Colleges - Senior Colleges/Universities (WASCSR)
___ (9) Western Association of Schools and Colleges - Community/Junior Colleges (WASCJC)
___ (10) Other (specify)_____

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25. **Types of programs offered at your institution** ***(check all that apply)***

___ (1) Vocational/technical
___ (2) Two-year transfer
___ (3) Liberal arts /programs
___ (4) Teacher preparatory
___ (5) Professional programs

Request to Receive Final Report

Please provide the following information ***if you would like a copy of the final report.***
(Your anonymity is guaranteed as all results will be reported as grouped data only.)

Name & Title _____
Mailing Address _____
City, State, Zip _____

Comments

Please include any comments or attach any information about any aspect of deaf issues in higher education that you feel would be helpful. ***Attach additional sheets if necessary.*** **Thank you so much for your help!**

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June 1997

Dear Colleague:

Your help is requested on a study conducted by the Johnson County Community College (JCCC) Office of Institutional Research in conjunction with Kim Brown, Education Specialist with Gallaudet University Regional Center at JCCC, and Rick Moehring, JCCC Counselor. This study will result in enhanced information about the role of the deaf professional in higher education. It will also generate summary information about support services for deaf & hard of hearing students at hundreds of institutions across the U.S. **Your participation is vital to the success of this project.**

The enclosed questionnaire should be completed **by the person in charge of and/or most knowledgeable about deaf & hard of hearing programs at your institution.** If you are not that person, please forward this entire communication to the appropriate person.

Please fill out the survey completely and accurately and return it in the enclosed postpaid envelope **no later than July 1, 1997.** If you have any questions about any aspect of this project, please contact me at the Office of Institutional Research (913/469-8500 ext. 2443).

If you would like to receive a copy of the final report from this study, please provide your name and address on the last page of the questionnaire.

Thank you for your contribution to this important project.

Sincerely,

Shirley G. Weglarz, Research Analyst
Office of Institutional Research

Enclosures